

Accreditation Report

Programme Accreditation of

Krakow University of Economics (KUE)
“Human Resource Management” (BA/MA),
“Marketing and Market Communication” (BA/MA),
“Management” (BA/MA),
“Modern Business Management” (BA/MA)
“Product Quality Engineering” (BA/MA)

I Procedure

Date of contract: 9 March 2022

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Attendance by ACQUIN office: Dr. Jasmine Rudolph

Accreditation decision scheduled: 4 December 2023

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study programmes, lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version.

Content

I	Procedure	1
II	Introduction	5
	1 Short profile of HEI	5
	2 General information on the study programmes	8
III	Implementation and assessment of the criteria	13
	1 ESG Standard 1.1: Policy for quality assurance	13
	1.1 Implementation	13
	1.2 Assessment	14
	1.3 Conclusion	15
	2 ESG Standard 1.2: Design and approval of programmes	15
	2.1 Implementation	16
	2.2 Assessment for all study programmes	169
	2.3 Assessment for study-specific programmes	170
	2.4 Conclusion	172
	3 ESG Standard 1.3: Student-centred learning, teaching, and assessment	173
	3.1 Implementation	173
	3.2 Assessment	175
	3.3 Conclusion	176
	4 ESG Standard 1.4: Student admission, progression, recognition, and certification	176
	4.1 Implementation	176
	4.2 Assessment	179
	4.3 Conclusion	179
	5 ESG Standard 1.5: Teaching staff	179
	5.1 Implementation	180
	5.2 Assessment	183
	5.3 Conclusion	184
	6 ESG Standard 1.6: Learning resources and student support	184
	6.1 Implementation	184
	6.2 Assessment	189
	6.3 Conclusion	190
	7 ESG Standard 1.7: Information management	190
	7.1 Implementation	190
	7.2 Assessment	192
	7.3 Conclusion	193
	8 ESG Standard 1.8: Public information	193
	8.1 Implementation	193
	8.2 Assessment	195
	8.3 Conclusion	195
	9 ESG Standard 1.9: On-going monitoring and periodic review of programmes	195

9.1	Implementation	196
9.2	Assessment	199
9.3	Conclusion	199
10	ESG Standard 1.10: Cyclical external quality assurance	200
10.1	Implementation	200
10.2	Assessment	200
10.3	Conclusion	200
IV	Recommendation to the Accreditation Commission of ACQUIN	201
1	Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR).....	201
2	Accreditation Recommendation	203
V	Decisions of the Accreditation Commission of ACQUIN	205

II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programmes.

1 **Short profile of HEI**

Founded in 1925 as the *Higher Trade College*, today's *Krakov University of Economics* is a public (state-owned) university, classified as a "specialised" university in the broad fields of "economics" and "social sciences". The University is active in five major scientific disciplines (following the division of the Polish Ministry of Education and Science): *Economics and Finance; Management and Quality Sciences; Politics and Administration Sciences; Legal Sciences; Social-Economic Geography and Spatial Development*.

Administratively, *KUE* is divided into three major Divisions: Academic, under the *Vice Rector for Education and Students*; Research, under the *Vice Rector for Research*; Cooperation, under the *Vice Rector for Cooperation*. Additionally, an administrative section operates under the *Rector*.

Academically, the University is divided into colleges and three different schools (*Krakov School of Business, Malopolska School of Public Administration, and a Doctoral School*). The schools are outside the scope of this accreditation. The colleges fall into the division of the

Vice Rector for Education and Students. Firstly, the *College of Economy, Finance and Law* with four institutes, secondly, the *College of Management and Quality Sciences* with three institutes, and the *College of Economy and Public Administration* with three institutes.

The university educates approximately 14 000 students on a wide range of degrees and programmes at undergraduate, postgraduate and doctoral levels. Degree programmes are operated by those institutes corresponding to the degree profiles and intended learning outcomes. Postgraduate programmes of a professional nature (including MBAs) are in their majority delivered by the *Krakov School of Business*, with some programmes operated within institutes due to partnership arrangements (e.g., with the ACCA, CFA, Polish Financial Supervisory Commission).

The university employs 1404 staff, of which 763 are employed as teaching, teaching-and-research or research staff. From 157 senior academic staff 76 are women.

As a public higher education institution, *KUE* is regulated by the *Polish Higher Education Law*, appropriate other laws and regulations (e.g., labour law, law on public financing) as well as internal regulations developed, approved and then published on the university's *Public Information Bulletin* (<https://bip.uek.krakow.pl>). The major regulations are approved by the *KUE* Senate, while more operational decrees are approved by the Rector, when they affect the entire institution, or the appropriate *Vice Rector* in issues belonging to their sphere of competence.

The Institute of Management is a part of the College of Management and Quality Sciences of the Krakow University of Economics (KUE). It was created on October 1, 2019 as a result of organisational changes at the University.

The main goal of the Institute is to ensure a high level of study in fields related to the discipline of management and quality sciences. In all fields of study conducted at the Institute of Management, education is carried out as part of the general academic profile, in which half of the ECTS credits are assigned to classes related to the scientific activity carried out at the Institute of Management carried out in the discipline of management and quality sciences. In addition to the indicated scientific discipline, which is the dominant discipline, the fields of study are also assigned to an additional discipline, which is economics and finance.

The concept of education in the fields of study conducted at the Institute of Management is closely related to the mission and strategy of KUE, set out in the Annex to Resolution No. T.0022.57.2021 of the Senate of KUE of 14.06.2021 on the adoption of the Development Strategy of the Krakow University of Economics 2021-2024. In addition, the concept of education results from the strategic objectives of the Institute of Management, defined in the Strategy for the development of teachings at the Institute of Management for the years 2020-2024.

The **Institute of Quality Sciences and Product Management (IQSPM)** functions as an organisational unit established to carry out the teaching process within the College of Management and Quality Sciences of Krakow University of Economics. In this structure, the Institute has been operating since 2020 pursuant to Senate Resolution No. 34/2019 of 14 June 2019. The Institute currently consists of 9 departments:

- Department of Quality Management,
- Department of Food Product Quality,
- Department of Non-Food Product Quality and Safety,
- Department of Technology and Ecology of Products,
- Department of Process Management,
- Department of Product Science,
- Department of Metrology and Instrumental Analysis,
- Department of General Chemistry,
- Department of Microbiology.

The beginnings of the present Institute date back to 1924, when the Institute of Commodity Science was established. Its aim was to educate specialists in commodity science and to educate teachers of commodity science. On the basis of this Institute, in 1925 the Higher Commercial Study (WSH), the current Krakow University of Economics (KUE), was established.

The mission of the Institute is to develop, enrich and disseminate knowledge on broadly understood quality issues and to educate highly qualified staff able to meet the changing challenges of the economy and competition on a national and international scale. The Institute's basis of activity is:

- conduct in accordance with the principles of ethics,
- conscientious performance of scientific and teaching work,
- permanent adaptation of the educational proposal to the current market requirements,
- dissemination of knowledge,
- respect for human dignity.

The Institute of Quality Sciences and Product Management educates students based on the latest scientific achievements, providing them with the acquisition of a thorough general and specialized education, the acquisition of practical skills and entrepreneurial habits, helping to meet the requirements of the market economy. It educates staff to perform managerial functions in industry enterprises and administrative units, as well as to run their own business.

2 General information on the study programmes

Location	Krakov University of Economics, Human Resource Management: Bachelor
Date of introduction	2019
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	6
Number of ECTS credits	192
Number of study places	approx. 100 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	294
Average number of graduates per year	125
Language of studies	polish
Form of study	Full-time, Part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

Location	Krakov University of Economics, Human Resource Management: Master
Date of introduction	2020
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	4
Number of ECTS credits	121
Number of study places	approx. 100 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	190
Average number of graduates per year	100
Language of studies	polish
Form of study	Full-time, Part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)
Language of studies	polish

Location	Krakov University of Economics, Marketing and Market Communication (Bachelor)
Date of introduction	2014
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	6
Number of ECTS credits	190
Number of study places	approx. 150 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	437
Average number of graduates per year	150
Language of studies	polish
Form of study	Full-time, Part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

Location	Krakov University of Economics, Marketing and Market Communication (Master)
Date of introduction	2014
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	approx. 150 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	298
Average number of graduates per year	150
Language of studies	polish
Form of study	Full-time, Part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

Language of studies	polish
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Location	Krakov University of Economics: Modern Business Management (Bachelor)
Date of introduction	2018
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	8
Number of ECTS credits	180
Number of study places	approx. 75 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	178
Average number of graduates per year	50
Language of studies	English
Form of study	Full-Time
Tuition fee	Previously 3000PLN / semester

Location	Krakov University of Economics: Modern Business Management (Master)
Date of introduction	2018
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	approx. 25 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	19
Average number of graduates per year	10
Language of studies	English
Form of study	Full-time
Tuition fee	Previously 3000PLN / semester

Location	Krakov University of Economics: Management (Bachelor)
Date of introduction	1992
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	6
Number of ECTS credits	190
Number of study places	approx. 200 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	1251
Average number of graduates per year	400
Language of Studies	Polish
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

Location	Krakov University of Economics: Management (Master)
Date of introduction	1992
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	4
Number of ECTS credits	121
Number of study places	approx. 100 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	201
Average number of graduates per year	100
Language of Studies	Polish
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)
Language of Studies	Polish

Location	Krakov University of Economics: Product Quality Engineering (Bachelor of Engineering)
Date of introduction	approx. 1950 as Commodity Science; 2021 relaunched as PQE
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	7
Number of ECTS credits	225
Number of study places	approx. 200 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	416
Average number of graduates per year	150
Language of Studies	Polish
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)
Language of Studies	Polish

Location	Krakov University of Economics: Product Quality Engineering (Master of Engineering)
Date of introduction	1992
Faculty/ department	College of Management & Quality Sciences, Institute of Management
Standard period of study (semesters)	3
Number of ECTS credits	95
Number of study places	approx. 100 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	82
Average number of graduates per year	50
Language of Studies	Polish
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

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

1.1 Implementation

The University has an *Education Quality Policy*, its newest version approved on 29 November 2021, which defines the nature of the QA process. The policy states that the Krakow University of Economics (KUE) strives to provide the highest quality of education, in accordance with the mission and adopted strategy. The implementation of this goal is served by the *Education Quality Policy*, the basic assumption of which is to create conditions so that graduates acquire knowledge, skills, and social competences at the highest level, actively function in a modern society and in a changing labour market, and present high ethical standards.

The main objective of the *Education Quality Policy* is to shape pro-quality attitudes among members of the academic community, build a high-quality culture of education and work, prepare a teaching offer adequate to the university's scientific disciplines based on the national and international experience of academic teachers and in a manner consistent with the mission of the university. It aims at improving the didactic process in accordance with applicable legal acts and the expectations of the socio-economic environment; it wants to obtain national and international accreditations, internationalise the study process and secure efficient operation of pro-quality structures at the university.

Responsibility for quality assurance is located throughout the organisational structure, with the university-wide *Centre for Quality of Education*, each institute's *Team for the Quality of Education* and a *Team for Teaching Quality* assigned to each degree. The *Centre for Quality of Education*, as an inter-collegial unit, and reporting directly to the *Vice Rector for Education and Students*, was established to support the processes of academic education, co-creation and monitoring of the operation of the *Internal System of Quality Assurance of Education (WSZJK)* policy. The centre also conducts research and analysis in the field of education quality. The policy is monitored, improved, and assessed by the *University Council for Teaching Excellence (URDD)* and supervised by the Rector.

The *Centre for Quality of Education* cooperates with the *University Council for Teaching Excellence*, directors of institutes, heads of departments and other teaching units, teams for the quality of education and the administration of the university, recommending activities related

to ensuring and improving the quality of education. The centre incorporates the *Education Office*, the *Team for Monitoring and Analysis of the Quality of Education*, *Team for the Development of Teaching and Research in Teaching*, and within it the *Laboratory of e-Teaching Development, Technology and Multimedia*, and the *Office for Accreditations*.

The URDD develops university-wide principles and procedures for monitoring, planning, and implementing preventive and corrective actions based on improvement recommendations. It consists of the Rector's *Plenipotentiary for the Quality of Education* (as Chairman), one representative from each institute and the other two units conducting teaching classes, a representative of the student self-government and a representative of the *Centre for the Quality of Education* (as secretary). At the university level, making binding decisions on matters concerning the provision and improvement of the quality of education falls within the competence of the *Vice Rector for Education and Students*.

The WSZJK policy covers three basic and interrelated problem areas: the shaping of study plans and programmes, evaluation of the teaching process, evaluation of results and implementation of corrective action. The policy is operated by each institute's *Team for the Quality of Education* implementing the teaching process at bachelor and master level and long-cycle studies. All teams have student representation. The policy is implemented through monitoring and analysis of the degree of achievement of the intended learning outcomes, the assessment of the quality and attractiveness of study programmes and the development of modern methods and forms of conducting classes, including distance learning. It is also meant to ensure a high level of competence of academic teachers and the quality of administrative and technical service, and it fosters the participation of members of the academic community and external stakeholders of the university in the process of managing the quality of education.

The university cooperates with leading domestic and foreign centres in the field of education, scientific research, and knowledge transfer and it cares for proper student-teacher relations and supporting internal stakeholders, including people with disabilities. It monitors the professional careers of graduates and improves the teaching infrastructure.

1.2 Assessment

Quality assurance is a critical component of KUE's academic strategy, as the institution is committed to providing high-quality education and support services to its students. To ensure that its academic programmes and services meet the highest standards of quality, UNIWA has established a robust quality assurance framework.

KUE has a formal policy for quality assurance in place. This policy is publicly available and can be accessed through the university's official website. It outlines UNIWA's commitment to maintaining high standards of education and continuously improving its academic and administrative processes.

The quality assurance policy at KUE comprehensively covers all relevant areas, including teaching and learning, research, governance, student support services, and institutional management. It addresses various aspects of quality, ensuring a holistic approach to the university's operations.

KUE actively involves all relevant bodies and institutions in the development and implementation of its quality assurance policy. This collaborative approach includes input from academic staff, administrative personnel, students, as well as external stakeholders such as employers and regulatory bodies. The policy is developed and executed through a participatory process.

KUE employs a systematic and rigorous approach to implementing, monitoring, and revising its quality assurance policy. Implementation is carried out through various mechanisms, including regular assessments, evaluations, and feedback mechanisms. The policy's effectiveness is continuously monitored, and necessary revisions are made to address emerging issues and align with best practices and evolving educational standards.

KUE is committed to promoting gender equality and equal opportunities within its institution. The university has adopted clear and inclusive policies and programmes aimed at ensuring a diverse and inclusive learning and working environment. This includes efforts to eliminate gender-based discrimination, provide support for underrepresented groups, and foster a culture of respect and equality among its staff and students. KUE actively participates in initiatives and programmes that support these goals both within the university and in the broader community.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

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

2.1 Implementation

KUE has its own degree awarding powers, as an institution with “university” status that is classified as a university in “economics” and in “social sciences” and is confirmed through the Research Assessment Exercise as having “academic” status. As a result, it can develop and implement new degree programmes without external approval, which in Poland is provided by the Polish Ministry of Education and Science.

The university's aspiration is to provide universal education and combine professional knowledge with general methodological and theoretical knowledge. A degree's learning objectives and intended learning outcomes are designed according to the *Polish Qualifications Framework*. For each subject, learning outcomes are presented in terms of knowledge, skills, and social competences.

The content of education is based on the latest literature, including scientific, teaching and industry publications and the results of scientific research carried out by academic staff of KUE. All learning outcomes assumed as part of the teaching process are fully covered by research conducted at the KUE.

The concept of all programmes under consideration is in line with the mission and strategy of the *KUE*, referring to the assumptions of the *University Development Strategy 2021-2024*. The curricula emphasise the development of social competences, and special attention is paid to the legal, social, and ethical responsibility of business and the challenges of sustainable economic development.

According to Polish regulations, on general academic programmes (and these are operated at KUE) placements/internships are expected at the undergraduate level (but not mandatory). Most programmes provide a 4-week internship, usually located in the curriculum of the 2nd year (out of 3 or 3.5). Master programmes generally do not require an internship, however some of the newer degrees recently developed or in current development (not subject to ACQUIN accreditation), postgraduate practice is being included. As most Master programmes are offered as full-time and part-time options, in the case of part-time degrees their students are in full-time employment (weekdays). Internships are monitored by degree-specific coordinators.

Establishing a new degree programme

The creation of higher education courses at the Krakow University of Economics is carried out in accordance with the guidelines of the Act of 20 July 2018. The Law on Higher Education and Science (Article 53), on the other hand, the rules for the development of study programmes are set out in KUE Senate Resolution No. 52/19 with later changes.

Creating a new study programme requires the preparation of its concept in accordance with the guidelines contained in the documents listed above and justification of the need to introduce it to KUE's offer. This justification should be based on the compliance of the objectives and content of the course with the mission and strategy of KUE, as well as should contain conclusions resulting from the market analysis and opinions of key stakeholders, including students. The prepared proposal is forwarded to the Director of the Institute, who directs it to the Institute's Programme and Teaching Team for opinions. The team consists of scientific and teaching staff of the institute and representatives of students. Subsequently, the study programme is submitted for an opinion to the Student Parliament and the Team for the Quality of Education. Subsequently, the programme is reviewed by the Council of the Institute and then it is approved by the KUE Senate.

The creation of new degrees, the formulation and improvement of programmes and learning outcomes take place at the level of the Institute Programme and Teaching Team, headed by the Institute's Deputy Director for Students. The Team consists of academic teachers representing individual departments and student representatives. The educational programmes developed by the Team are consulted at the level of departments and with representatives of external stakeholders, and then reviewed by the Institute Council.

Employees of the Institute actively participate in discussions on the curriculum / study plans, they can modify the number, content, methods of implementation and verification of the subject learning outcomes. Students give their opinion on the curriculum by participating in the meetings of the Curriculum and Teaching Team, in the Institute Council and as members of the Student Parliament, which gives opinions on all study programmes at KUE. Students also shape the study programme by choosing the subjects to be chosen, constituting min. 30% of the ECTS credits provided for in the study programme.

In accordance with the KUE Regulations of Higher Studies (Annexes to the KUE Senate Resolution No. 45/2019 of July 8, 2019; KUE Senate Resolution No. T.0022.31.2021 of 26 April 2021; KUE Senate Resolution No. T.0022.56.2021 of June 14, 2021) studies are conducted in accordance with the learning outcomes adopted by the Senate of the Krakow University of Economics, to which the study programmes are adapted. Study programmes are made public by being placed in the Public Information Bulletin (BIP) on the University's website and on the University's website (<https://planystudiow.uek.krakow.pl>), within 14 days from the date of their adoption. Changes in study programmes introduced during the education cycle are made available in BIP on the University's website at least one month before the start of the semester to which they relate.

In accordance with the Resolution of the KUE Senate No. 52/2019, the total number of teaching hours at the University at full-time first-cycle studies is not more than 2100 – for first-cycle 7-

semester studies, 1800h for 6-semester studies, and for full-time second-cycle studies no more than 600h – for 3-semester studies and no more than 800h for 4-semester studies. As part of part-time first- and second-cycle studies, a study plan is implemented, constituting a maximum of 60% of the number of hours carried out at full-time studies. Study plans applicable at part-time studies are in accordance with the current plans for full-time studies (except for classes in physical education, foreign languages). The curriculum of full-time studies includes the need for the student to learn two foreign languages each 120 teaching hours at the first degree (which gives a total of 240 hours) and to learn one foreign language in the amount of 60 teaching hours at the second cycle degree. Part-time studies include learning one foreign language in the amount of 120 teaching hours (I degree) and learning one foreign language in the amount of 60 teaching hours (II degree). At the level of first-cycle studies, it is assumed that communication skills will be achieved at the B2 level (students have at their disposal courses from eight foreign languages), and at the level of second-cycle studies, students develop the ability to use one foreign language at the level of at least B2+.

The time provided for the implementation of the first- and second-cycle study programme and the workload of students are measured by the number of ECTS credits assigned to the entire programme. The education programme allows the student to obtain at least 30 ECTS credits to be completed each semester (1 ECTS point corresponds to 25 hours of student work including classes organized by the University and individual student work related to these classes). Elective courses represent at least 30% of the ECTS credits for individual study programmes.

The curriculum content is included in the PQF cards prepared for all subjects included in the educational programmes for each of the degree programmes and is developed taking into account the form of classes, i.e. lectures, exercises, laboratories, seminars, internships and physical education classes. The content of the curriculum, supported by the literature indicated to the students, corresponds to the current state of knowledge and the subject of research conducted in the areas of knowledge, fields of science and scientific disciplines to which the learning outcomes relate. The content of the curriculum corresponds to scientific research conducted by employees conducting classes in the evaluated degree. The scope of the curriculum content included in the curriculum is adequately comprehensive from the point of view of the intended degree learning outcomes. Specialisations are carried out according to modern and innovative educational programmes, responding to the needs of the labour market, in accordance with the expectations of the socio-economic environment.

Professional practice is included in the curricula for first-cycle studies. Students are required to complete a 4-week professional internship during the 6th semester. The general rules for student internships are set out in the Regulations of Higher Studies of KUE and the Order of

the Rector of KUE on the detailed organisation of student internships No. R.0211.16.2022. The condition for passing the internship is to submit a report confirmed by the organizer of the practice describing the course of the practice and the tasks performed.

Study programmes at the Institute reflect the four purposes of higher education of the Council of Europe.

Monitoring of the current degree programmes

The Director of the Institute is responsible for the day-to-day management of the degree programmes operated by the Institute, with the support of the Deputy Director for Student Affairs, the Institute's Programme and Teaching Team, the Team for the Quality of Education and the coordinators of the faculties. The curriculum and teaching team initiates and introduces changes in study programmes, while the Team for the quality of education monitors the implementation of education, through the analysis of reports on the implementation of learning outcomes, the results of surveys of classes by students, the development of schedules for the visitation of classes with particular emphasis on newly recruited employees and employees least rated by students. Students can submit their critical comments and express satisfaction with the quality of the education process in the semesterly Student Assessment of Teaching Classes (USOS) and their representatives in the Student Council of IIAC. The Director of the Institute analyses the results of student evaluations and discusses them each time at the Institute Council, paying attention to the areas requiring improvement. The Deputy Director for Students is responsible for the correct introduction into the PQF system and approval of study programmes, while the coordinators of the faculties control and approve the subject cards (course syllabi).

Changes in degree programmes

Changes within the degrees are made in accordance with the guidelines of the Act of 20 July 2018. Law on Higher Education and Science (Article 53), KUE Senate Resolution No. 17/2019 of 25.03.2019 on guidelines for the creation and conduct of higher education courses at the Krakow University of Economics and the principles of developing study programmes set out in KUE Senate Resolution No. 52/19 as amended.

Changes concerning study programmes require approval by the KUE Senate by way of a resolution. Before approval by the KUE Senate, it is required to obtain the opinion of the Institute Programme and Teaching Team, the Institute Council and the Student Parliament. Changes in study programmes introduced during the education cycle are made available in BIP on the University's website at least one month before the start of the semester to which they relate.

Closing a degree programme

Closing a degree takes place as a result of the analysis of market needs and verification of the number of candidates interested in undertaking education under a given study programme. The main criterion taken into account when deciding to close the degree is the number of people willing to undertake these studies. In a situation where in the perspective of several years this number is definitely decreasing and it is not possible to meet the limits of places, actions are taken to modify the study programme (adjust it to the expectations of students and to market realities) or to close it.

The closing of a degree takes place in the same way as its creation, i.e. by way of a resolution of the KUE Senate after prior opinion by the Institute's Programme and Teaching Team, the Institute Council and the Student Parliament. The closure of the degree takes place from a new cycle of education. Students who have started a given degree continue it until the end of the education cycle.

The degree approved for closure is not included in the Recruitment Resolution covering the next cycle of education and is continued until the end of the last cycle of education.

Human Resource Management (Bachelor)

Studies in the field of HRM are conducted at both the undergraduate (first degree) and master's (second degree) levels, and include knowledge and skills included in the canon of education in the field of economics and management and subdisciplines related to the functioning of enterprises. In addition, they contain a wide range of social issues necessary for creative and effective solving of practical problems regarding the functioning of enterprises in the conditions of a changing environment.

Admission to full-time and part-time studies of the first degree takes place on the basis of the results of the maturity exam, and the qualification procedure includes as a subject the first or extended foreign language and two electives from the following subjects: mathematics, geography, history, knowledge of society.

Bachelor's studies are conducted in a full-time and part-time system. Classes for full-time students are organized on weekdays. Participants of part-time studies take classes on weekends (on Fridays from 15.45 and on Saturdays and Sundays). The part-time curriculum is the same as in full-time studies, the only difference concerns the smaller number of hours contacted for individual subjects (these classes should be supplemented by independent work of students). Subjects delivered in both systems have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

The entire degree in full-time and part-time mode is taught in Polish.

The HRM degree at undergraduate level does not offer specialities.

In the 1990s, the Department of Labour Resource Management was established at the Faculty of Management (the Department has been functioning to this day and is one of the two departments that deliver the HRM degree. In addition, in 1997 the Department of Personnel Management was established at the then Faculty of Economics, which in 2000 became an independent department and in 2007 changed its name to the Department of Human Capital Management. Since the 1990s, education in the area of HR has been offered as a specialization on the Management degree. At the same time, the Faculty of Economics conducted classes in the field of human resources management and in 2003 the specialisation of Management and Personnel Consulting on the Economics degree (HR Management and Consulting) was created. Since then, HR-related education has been carried out at the university at two faculties. In the academic year 2015/2016, a new undergraduate field of study was created: "Organisational and Management Engineering" under which the specialisation of HR Management and Consulting, modified in terms of program content, was offered. As a result of organisational changes, as well as the undiminished interest in the subject of HR among candidates, in 2019 a bachelor's program in the field of HRM was launched, which is delivered by employees of both departments, previously responsible for specialties at both faculties. Therefore, education in the area of HR at UEK has nearly 30 years of tradition, and the current HRM degree was created as a result of the evolution of previous specialization programs and is a response to the expectations of both students and employers.

The emergence of the HRM degree had two basic premises:

The demand by students for a degree of this nature, which is reflected in the popularity of specialties related to HRM conducted within other fields of study. An important aspect in the context of the need to function in the field of HRM as part of the KUE degree offer was also the structure of the local labour market, which is characterized by a high demand for HR specialists. The dynamics of development of this sector in Krakow fully justifies the education of specialists who can respond to the needs of the local labour market.

An important aspect in favour of the creation of the HRM Degree was also the fact that in Poland this degree is implemented only by two universities.

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An important aspect in favour of the creation of the HRM Degree was also the fact that in Poland this degree is implemented only by two universities.

Due to the short history of the degree, it has not undergone any significant changes. At the moment, it is not possible to indicate the changes that have taken place in the field of HRM due to its short history, but the structure of the program takes into account the conclusions that people responsible for conducting classes in HR-related specialties formulated on the basis of classes, research and student opinions. The main modifications in the curriculum (in relation to previous specialties include:

- Increasing the number of classes related to information technologies in HRM and in Organisation Management
- Introduction of the subjects "Virtualisation of work" and "Shaping the work environment", which directly concern changes related to the forms of work provision and its digitisation
- Introduction of the subject "Managing Employment Diversity", which is a response to the growing heterogeneity of the work environment and also results from the fact that most graduates take up jobs in international companies.
- Taking into account subjects related to the management of processes, innovations and projects – which emphasizes the importance of HR processes for the entire functioning of the company and the need to prepare graduates to actively participate in management processes in the company.

As a new degree, that has emerged from a speciality on the major Management degree, with the first cohort of graduates finishing in 2021-2022, the HRM programme remains strongly tied to the activities of the Institute of Management.

The competences of the graduate are created through knowledge, skills and social competences in the field of economics, enterprise science, organisation management, logistics, marketing, computer science, law, finance and accounting, as well as ethics and psychological behaviour of people in organisations. The graduate has a deeper awareness of the complexity of processes taking place in organisations, which gives him the opportunity to function efficiently within the framework of various activities carried out by organisations. The HRM course allows you to acquire universal competences useful in any job, such as project management or interpersonal communication and negotiation skills. In particular, 1st degree studies in the Faculty prepare you to act as a human resource specialist (HR) in medium and large enterprises and international corporations, as well as in state and local government administration institutions. Graduates can also find employment in labour market institutions or in consulting companies.

The adopted concept of education in the field of HRM assumes the acquisition of theoretical and methodological knowledge as well as skills in the field of conducting and managing business activity. At the first level of education, students gain advanced knowledge that allows them to analyse the socio-economic phenomena taking place. The acquired knowledge enables them to independently formulate practical and theoretical conclusions, and the acquired analytical skills enable them to practically solve problems occurring in the area of management. The acquired social competences make it possible to fulfil social obligations, co-organize activities for the benefit of the social environment, as well as to promote the social and cultural importance of responsibility for the activities undertaken in the area of management. According to the assumed learning outcomes at the second degree of studies, knowledge is deepened, which in practice translates into skills enabling in-depth knowledge of the complexity of social phenomena.

The degree is addressed to people interested in issues related to employee management in organisations (m.in recruitment and selection, remuneration, training, professional development, career planning, motivation, coaching, personnel consulting). The subjects include content in the field of management, sociology and psychology, i.e. those that shape human-work relations. Studies in this field allow you to acquire knowledge and skills that are necessary not only in working in positions in HR departments, consulting companies, but also in managing your own company or a team of employees, in any type of organisation. Therefore, the HRM programme prepares students to work in a fascinating area related to human functioning in the work environment. The content of the classes is fully related to current trends in the labour market – the key role of knowledge, globalisation and computerisation.

The key content of education in the field of HRM is a derivative of the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. In the case of first-cycle studies, they enable at an advanced degree to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation, they include the formation of analytical and research skills in order to update and verify this knowledge. They enable students to acquire skills and competences in the field of functioning in the contemporary social, economic and organisational reality, they are part of the currently applicable model of *homo intellectualis* – the model of a person permanently learning throughout his life – as a citizen and employee. On the other hand, the acquisition of social competences (the so-called soft) enables the creative creation of interpersonal relationships, which play a significant role in shaping the social capital of the enterprise. The adopted assumptions are in line with the implementation of the specific objectives of the Key Programme No. 2 of the KUE Development Strategy 2021-2024, and in particular concern

the implementation of modern educational programs that respond to the needs of modern employers and are conducive to the implementation of the strategic goal of the MA - obtaining national and international certificates and accreditation for fields of study / specialities. In addition, the program of the course is subject to systematic modification, which is associated with the implementation of the strategic goal of the MA - organizing and improving the teaching offer.

The curriculum emphasizes the development of social competences. Paying attention to the legal, social and ethical responsibility of business and the challenges of sustainable economic development. The adopted assumption corresponds to the strategic goal of KUE, formulated as part of the Key Programme No. 2, which assumes: care for shaping the right attitudes of students and the strategic goal of the MA - shaping a partnership relationship and cooperation with students. In particular, the adopted assumptions allow to shape such attitudes of students as a sense of responsibility, work ethos and openness to the needs of other people.

The assumed concept of education in the field of HRM supports the implementation of the specific objective of the Key Program No. 2 of the KUE Development Strategy 2021-2024 – internationalisation of education, care for a high level of language education, through constant improvement of students' language competences, due to the fact that the HRM curriculum meets the educational standards implemented at foreign universities, which allows students to complete part of their studies abroad under the Erasmus+ program.

The dominant form of classes in the field of Human Resource Management are lectures (43% in the case of full-time studies and 45% in part-time studies). As part of full-time studies, exercises account for 40% of all classes, while seminars account for 17%. When it comes to part-time studies, exercise is also 36%, while conversations are 19%. This structure of classes allows you to balance theoretical knowledge and practical skills.

At the same time, it should be noted that some of the classes are carried out in an asynchronous form. Classes that obtain an internal certificate can be carried out in this form. The blended learning formula is in line with modern educational trends and is a response to the demand of students, raising the postulate of implementing more classes in this formula.

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

The University's cooperation, both at the level of Colleges as well as Institutes and Departments with institutions of the socio-economic environment, including employers, is significant and systematically developed. Employees of the above-mentioned units maintain constant contact with the social and economic environment by performing the roles of experts, consultants, business trainers, as well as the implementation of research projects (e.g. obtaining empirical data).

An important role in improving the HRM programme is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

The direct impact on the internationalisation of the education process in the field of Human Resource Management is mainly in cooperation with the Office of Foreign Programs and the Academic Career Center, which coordinate student trips for internships and exchanges abroad under the Erasmus+ and CEEPUS programs. Such trips are a chance to gain valuable professional experience in one of the countries of the European Union or an associated country. Students undergo internships in accordance with the field of Human Resource Management, which are classified as compulsory or optional internships and included in the student's achievements (in the form of an entry in the diploma supplement). The Erasmus+ and CEEPUS programmes also provide an opportunity to improve language competences. Participants take part in two online language tests (the first before departure, the second after returning from practice). They can also attend an online language course. ACK also coordinates trips to internships financed from the fund of the Operational Programme Knowledge Education Development (POWER).

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice.

In order to better illustrate the level of attractiveness of Human Resource Management degree for the market and the attractiveness of the graduates themselves, a review of available offers within the city of Krakow was carried out, using data made available on popular job search platforms in Poland. A total of almost 5,000 offers were collected, using the location possibilities provided by subsequent websites. Below are presented major employment sites, as well

as segregates data, taking into account the number of found responses to the entered keywords: human resource management, HR, human resource.

Human Resource Management (Master)

Studies in the field of HRM conducted at master's (second degree) level, include knowledge and skills included in the canon of education in the field of economics and management and subdisciplines related to the functioning of enterprises. In addition, they contain a wide range of social issues necessary for creative and effective solving of practical problems regarding the functioning of enterprises in the conditions of a changing environment.

Admission to full-time and part-time studies of the first degree takes place on the basis of the results of the maturity exam, and the qualification procedure includes as a subject the first or extended foreign language and two electives from the following subjects: mathematics, geography, history, knowledge of society.

Bachelor's studies are conducted in a full-time and part-time system. Classes for full-time students are organized on weekdays. Participants of part-time studies take classes on weekends (on Fridays from 15.45 and on Saturdays and Sundays). The part-time curriculum is the same as in full-time studies, the only difference concerns the smaller number of hours contacted for individual subjects (these classes should be supplemented by independent work of students). Subjects delivered in both systems have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

The entire degree in full-time and part-time mode is taught in Polish.

The HRM degree at Master level does not offer specialities.

Subjects related to Human Resources Management have been offered at KUE since the 1960s. Initially, they covered issues related to the economics of labour and then to social policy and labour relations. The 1990s were crucial for the development of the HRM offer at KUE, which resulted from two reasons: post-communist economic transformation and the growing demand for specialists who would be responsible for personnel issues in enterprises, coupled with the intensive development of the KUE's research staff in the HRM area, which corresponded to the trends occurring in the USA and Western Europe. In the 1990s, the Department of Labour Resource Management was established at the Faculty of Management (the Department has been functioning to this day and is one of the two departments that deliver the HRM degree. In addition, in 1997 the Department of Personnel Management was established at the then Faculty of Economics, which in 2000 became an independent department and in 2007 changed its name to the Department of Human Capital Management. Since the 1990s, education in the area of HR has been offered as a specialisation on the Management degree. At

the same time, the Faculty of Economics conducted classes in the field of human resources management and in 2003 the specialisation of Management and Personnel Consulting on the Economics degree (HR Management and Consulting) was created. Since then, HR-related education has been carried out at the university at two faculties. In the academic year 2015/2016, a new undergraduate field of study was created: "Organisational and Management Engineering" under which the specialisation of HR Management and Consulting, modified in terms of program content, was offered. As a result of organisational changes, as well as the undiminished interest in the subject of HR among candidates, in 2019 a bachelor's program in the field of HRM was launched, which is delivered by employees of both departments, previously responsible for specialties at both faculties. Therefore, education in the area of HR at UEK has nearly 30 years of tradition, and the current HRM degree was created as a result of the evolution of previous specialisation programs and is a response to the expectations of both students and employers.

The emergence of the degree as a standalone programme had two basic premises:

- Demand of students for a field of study of this nature, which is reflected in the popularity of specialties related to HRM conducted within other fields of study. An important aspect in the context of the need to function in the field of HRM as part of the KUE degree offer was also the structure of the local labour market, which is characterized by a high demand for HR specialists. The dynamics of development of this sector in Krakow fully justifies the education of specialists who can respond to the needs of the local labour market.
- An important aspect in favour of the creation of the HRM degree was also the fact that in Poland this degree programme is implemented only by two universities.

Due to the short history of the degree, it has not undergone any significant changes. However, the structure of the program takes into account the conclusions that people responsible for conducting classes in HR-related specialties formulated on the basis of classes, research and student opinions. The main modifications in the study program (in relation to previous specialties) include:

- Introduction of classes related to information technologies – subjects of e-HRM, Advanced information Systems
- Introduction of the subject "Intercultural Communication", which is a response to the growing heterogeneity of the work environment and also results from the fact that most graduates take up jobs in international companies.
- Introduction of subjects related to the development of HR analytics (HR analytics) including: Statistical data analysis; Test methods in HRM.

- Inclusion of classes in the subject of Talent Management, due to the growing importance of this area.
- As a new degree, that has emerged from a speciality on the major Management degree, with the first cohort of graduates finishing in 2021-2022, the HRM programme remains strongly tied to the activities of the Institute of Management.

The Departments responsible for conducting classes in the field of HRM have a very strong position both in the Polish and foreign scientific community. As mentioned earlier, the traditions of education in areas related to HRM date back to the middle of the last century, and the first specialty programs were launched in the 90s. Employees of both departments are the authors or co-authors of many publications on a national and international scale, which include, among others: Human Resources Management, International HRM, Management of remuneration systems in the period of economic slowdown, Processes of employment fluctuation and retention, Personnel function – diagnosis and directions of change, Talent management, Talent management in SMEs – Context, Practices and Outcomes (Routledge), Human resources management in the conditions of globalisation, Development of human resources of the organisation, Selected issues of managing the competences of employees in the organisation. In addition, in 2014, the Department of Human Capital Management was the organizer of the IHRM International Scientific Conference, which was attended by representatives of the HR community from around the world.

The competences of the graduate are created through knowledge, skills and social competences in the field of economics, enterprise science, organisation management, logistics, marketing, computer science, law, finance and accounting, as well as ethics and psychological behaviour of people in organisations. The graduate has a deeper awareness of the complexity of processes taking place in organisations, which gives him the opportunity to function efficiently within the framework of various activities carried out by organisations. The HRM course allows students to acquire universal competences useful in any job, such as project management or interpersonal communication and negotiation skills. The HRM course enables the acquisition of universal competences useful for managerial positions in any type of organisation, such as the ability to lead teams, motivate or manage talents. In particular, 2nd degree studies in the Faculty prepare students to act as a human resources manager (HR) in medium and large enterprises and international corporations, as well as in state and local government administration institutions. Graduates can also find employment in labour market institutions or in consulting companies.

The degree is addressed to people interested in issues related to employee management in organisations (m.in recruitment and selection, remuneration, training, professional develop-

ment, career planning, motivation, coaching, personnel consulting). The subjects include content in the field of management, sociology and psychology, i.e. those that shape human-work relations. Studies in this field allow students to acquire knowledge and skills that are necessary not only in working in positions in HR departments, consulting companies, but also in managing own company or a team of employees, in any type of organisation. Therefore, the HRM degree prepares students to work in a fascinating area related to human functioning in the work environment. The content of the classes is fully related to current trends in the labour market – the key role of knowledge, globalisation and computerisation.

The key content of education exhibited in the field of HRM is a derivative of the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. In the case of first-cycle studies, they enable at an advanced degree to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation, they include the formation of analytical and research skills in order to update and verify this knowledge. They enable students to acquire skills and competences in the field of functioning in the contemporary social, economic and organisational reality, they are part of the currently applicable model of *homo intellectualis* – the model of a person permanently learning throughout his life – as a citizen and employee. On the other hand, the acquisition of social competences (the so-called soft) enables the creative creation of interpersonal relationships, which play a significant role in shaping the social capital of the enterprise.

The adopted assumptions are in line with the implementation of the specific objectives of the Key Programme No. 2 of the KUE Development Strategy 2021-2024, and in particular concern the implementation of modern educational programs that respond to the needs of modern employers and are conducive to the implementation of the strategic goal of the MA - obtaining national and

The adopted assumption corresponds to the strategic goal of KUE, formulated as part of the Key Programme No. 2, which assumes: care for shaping the right attitudes of students and the strategic goal of the MA - shaping a partnership relationship and cooperation with students. In particular, the adopted assumptions allow to shape such attitudes of students as a sense of responsibility, work ethos and openness to the needs of other people.

The assumed concept of education in the field of HRM supports the implementation of the specific objective of the Key Program No. 2 of the KUE Development Strategy 2021-2024 – internationalisation of education, care for a high level of language education, through constant improvement of students' language competences, due to the fact that the HRM curriculum meets the educational standards implemented at foreign universities, which allows students to complete part of their studies abroad under the Erasmus+ program.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

The degree Intended Learning Outcomes for the Human Resource Management programme were approved by the resolution of the Senate of the Krakow University of Economics No. T.0022.12.2022, of 25.04.2022. They include 21 outcomes, 7 from each area, i.e. knowledge, skills and social competences.

The learning content provided to students is consistent with the learning outcomes, as evidenced by the implementation matrices included in the subject cards, showing, m.in, the link between the content of the education and the objectives of the subject and the learning outcomes related to the degree intended learning outcomes. Students' implementation of the assumed learning outcomes is monitored after the end of each semester of classes by filling in a questionnaire by the lecturers of the "Information of the academic teacher on achieving the assumed learning outcomes" (previously "Information of the academic teacher on achieving the assumed learning outcomes"). Since the winter semester 2016/2017, this has been done using the university's PQF system.

"Subject cards" (syllabi) are subject to constant modernisation, which is facilitated by the annual mechanism of their update and amendment of their content. The content of education is based on the latest literature, indicated in individual subject cards, including scientific, teaching and industry publications and the results of scientific research carried out by individual academic teachers conducting classes in the analysed field. It should be noted that all learning outcomes assumed as part of the teaching process are fully covered by research conducted at the Institute of Management and KUE, in the discipline of management and quality sciences and complementary disciplines. The subject of undergraduate seminars in the field of HRM is related to the scientific interests of the promoters. Students have a free choice of promoters of their diploma theses. They are encouraged to decide independently on their preferred research topics in the leading discipline of management and quality science (the assignment of ECTS credits for the subject of the Diploma Seminar is 15 ECTS to the discipline of management and quality science out of 15 possible ECTS). Students have the opportunity to submit and develop their own research interests that fit into the scientific research conducted in the leading discipline.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students (table). The average grade obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

The assessment of lecturers conducting classes in the field of study takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 16 visits were carried out in the academic year 2018/2019, 8 visits in 2019/2020 and 15 visits in 2021/2022.

As mentioned earlier, employees are positively assessed by students. In the case of employees who obtained a score below 3.5, the director of the Institute in the presence of their immediate supervisor undertook interviews with employees in order to diagnose the problem and take motivational measures.

The COVID-19 pandemic has not affected the number of class visits carried out or the resulting assessments. During the pandemic, visits were carried out remotely based on previously adopted principles, taking into account the specificity of the remote form of education.

The review of the HRM programme can also be initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences of KUE and by the Departments exercising substantive care over the field of study. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for HRM, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for HRM

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are published on the website of the KUE Academic Career Centre from where, in addition to the Rector's Order No. R-0201-26/2018, students can download a model internship contract, a template for an internship report and an application form for crediting professional work as a professional practice.

The HRM curriculum in the aspect of foreign languages is consistent with the provisions of Senate Resolution No. 52/2019 of 23.09.2019 on the principles of developing higher education programs at the Krakow University of Economics (§5 point 7). The content of education in the analysed field of all specialties includes modules of classes devoted to developing communication skills in at least one foreign language, and the KUE Language Centre offers learning the following languages: English, German, French, Italian, Spanish, Russian, Chinese, Polish for foreigners. Language courses are conducted at the highest level, which is confirmed by the international EAQUALS language accreditation obtained at the turn of 2017/2018 and in 2022 for all courses conducted by the Language Centre.

The dominant form of classes in the field of Human Resources Management are lectures (45% in the case of full-time studies and 49% in part-time studies). As part of full-time studies, students account for 30% of all classes, while seminars account for 25%. When it comes to part-

time studies, exercise is also 30%, while conversations are 21%. This structure of classes allows you to balance theoretical knowledge and practical skills.

At the same time, it should be noted that some of the classes are carried out in an asynchronous form. Classes that obtain an internal certificate can be carried out in this form. The blended learning formula is in line with modern educational trends and is a response to the demand of students, raising the postulate of implementing more classes in this formula.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

The rules for creating a study program are included in the Senate Resolution No. 52/2022 of April 25, 2022.

Students in the framework of the Master's studies are not obliged to undergo internships. However, they have the opportunity to gain professional experience through work, voluntary student internships or by participating in projects and trips abroad e.g. as part of Erasmus. Such activity on the market will contribute to the deepening of their knowledge, skills and social competences in the field of studies, as well as allow them to experience how what they learned during their studies can be used in practice. Combining theoretical knowledge with professional experience will contribute to better preparation of students for the demanding labour market. Each practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

The University's cooperation, both at the level of Colleges as well as Institutes and Departments with institutions of the socio-economic environment, including employers, is significant and systematically developed. Employees of the above-mentioned units maintain constant contact with the social and economic environment by performing the roles of experts, consultants, business trainers, as well as the implementation of research projects (e.g. obtaining empirical data). An example is the long-term cooperation of dr Grażyna Plichta from the Department of Market Analysis and Marketing Research with the PMR Consulting & Research Agency (2014 – 2019), including workshop classes for students with the participation of representatives of the PMR Research Agency and visits to the company's headquarters, classes in the analyst community, observation of researchers' work (CATI positions). Due to the short history of the HRM degree, the possibilities of cooperation are only being probed and developed, often based on the relations built before the creation of the degree. Nevertheless, it is

possible to indicate the companies with which students can cooperate like e.g. Lufthansa Global Business Service, Luxoft Poland LLC.

The direct impact on the internationalisation of the education process in the field of Human Resource Management is m.in cooperation with the Office of Foreign Programs and the Academic Career Centre, which coordinate student trips for internships and exchanges abroad under the Erasmus+ and CEEPUS programs. Such trips are a chance to gain valuable professional experience in one of the countries of the European Union or an associated country. Students undergo internships in accordance with the field of Human Resource Management, which are classified as compulsory or optional internships and included in the student's achievements (in the form of an entry in the diploma supplement). The Erasmus+ and CEEPUS programmes also provide an opportunity to improve language competences. Participants take part in two online language tests (the first before departure, the second after returning from practice). They can also attend an online language course. ACK also coordinates trips to internships financed from the fund of the Operational Programme Knowledge Education Development (POWER).

As part of the permanent cooperation with Hochschule Fulda, students have the opportunity to take part in the implementation of business tasks in international teams. In mixed groups, students develop a solution to a problem posed by a business partner. They have about 4 days to do so. The last element of each exchange is the presentation and evaluation of prepared solutions by researchers and partners from the business community. The scope of cooperation is weekly exchanges 2x a year (1x departure to Fulda, 1x arrival in Krakow). The aim of the program is to develop the ability to cooperate in an international environment and solve specific business problems. So far, several dozen exchanges have taken place. The opportunity to go is given to all students interested in international cooperation.

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

An important role in improving the HRM programme is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders. The main tasks of the Council are:

- expressing opinions on the competences expected on the labour market of graduates of education within the discipline of management and quality science;
- giving opinions on the desired profile of studies, learning outcomes and study programmes for fields of study conducted at the College;
- facilitating cooperation with regional employers;
- supporting the development and promotion of the achievements of the College and the University;
- supporting the transfer of knowledge between the College and business practice.

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice.

Students of HRM are involved in scientific research. This is evidenced, for example, by the participation of students of the IDEA Scientific Circle in the implementation of three research projects financed by the Marshal's Office of the Malopolska Region. These projects focus on issues directly related to the concept of education in the field of Management, namely the creation and development of entrepreneurial attitudes. In addition, they address contemporary issues related to gamification and its role in education and business, leading to the use of game mechanisms to modify people's behaviour.

Employees of both departments are involved in the implementation of consulting projects for enterprises and organisations in the area of HRM. The scope of the work includes: conducting trainings (e.g. in the field of development of managerial competences for the City of Krakow, limestone Mine in Czatkowice), development of a periodic assessment system (for the District Court in Krakow, Malopolska Regional Development Agency), employment planning and recruitment processes (e.g. for the position of HR Director), employee satisfaction surveys. Completed projects are used during classes with students, which allows them to get acquainted with the actual tasks of people responsible for HRM.

Graduates of the Institute of Management are members of the Business Council at the College of Management and Quality Sciences. They take part, among others, in giving opinions on the program of the field of HRM, influencing, among others, the subjects implemented in the field of study and their place in the curriculum.

Diagnosis and improvement of the education programme in the field of HRM is made on the basis of the results of research conducted among graduates of KUE and discussions during regular meetings with the Board of Marketing Directors and the Business Council at the College of Management and Quality Sciences. An important role in improving Management and HRM education is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Social and Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

Marketing and Market Communication (Bachelor)

Studies in the field of M&MC are conducted at both the undergraduate (first degree) and master's (second degree) levels, and include primarily knowledge and skills included in the canon of education in economics and management and subdisciplines related to the functioning of markets. In addition, they contain a wide range of social issues necessary for creative and effective solving of practical problems regarding the functioning of enterprises in the conditions of a changing environment. Studies at both degrees differ in the number of semesters, the study programme, as well as the type of specialities offered.

Admission to full-time and part-time first-cycle studies takes place on the basis of the results of the high school exam, and the qualification procedure includes two subjects: foreign language and selection from mathematics, geography or history. Admission to full-time and part-time second-cycle studies takes place on the basis of an average grade (applies to graduates of the first degree of KUE studies) or an entrance exam. The exam covers students' knowledge and skills in the concept and essence of marketing, its subject scope, marketing strategies and tools, analysis of customer behaviour, segmentation procedures, selection of target customers and positioning of the offer, as well as assessment of the effects of marketing activities.

Studies are conducted in a full-time and part-time system. Classes for full-time students are organized on weekdays. Participants of part-time studies take classes on weekends (on Fridays from 15.45 and on Saturdays and Sundays). Their programme is the same as in full-time studies, only for individual subjects there are fewer contact hours (these classes should be supplemented by independent work of students). Subjects delivered in both systems have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

The entire degree in full-time and part-time mode is taught in Polish.

The current programme offers 4 specialities:

- E-marketing;
- Trading and building relationships with buyers;
- Marketing of cities and regions;
- Advertising and public relations.

It is a degree that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character are closely related to the mission and strategy of the university (KUE) at every level of education. It is important to emphasize that the concept of education in M&MC also fits into the formal requirements related to higher education in Poland and is based on the University Education Quality Assurance System (USZJK), through which the KUE implements the Education Quality Policy. The concept of education results from the main directions of scientific research conducted at the College of Management and Quality Sciences, in particular by departments with a marketing profile, i.e. the Department of Marketing, Market Analysis and Marketing Research, as well as Trade and Market Institutions. The first area of research is related to the contemporary conditions of marketing development, with particular emphasis on the use of information and communication technologies and internationalisation processes. The second research area focuses on methodological problems of market research in industry and global systems. The third area of research concerns the development of trade and innovation in this sector. The fourth area covers the issues of territorial marketing. These issues are reflected in learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explanations by market players.

Studying on the programme allows students to gain the basics of marketing knowledge and skills in the market analysis, marketing research, design and implementation of marketing strategies. At the first level of education, students gain knowledge that allows them to analyse the socio-economic phenomena taking place, as well as to formulate conclusions independently.

Since the creation of the course, no significant changes have been made in the construction of the study programme. This is due to the fact that the content and learning outcomes are consulted on an ongoing basis with internal and external stakeholders. The Programme and Teaching Committee for Marketing & Market Communication in its composition has, in addition to research and teaching staff, representatives of students. There is also a systematic evaluation of classes by students and a survey of the level of their satisfaction. In addition, the Board of Marketing Directors operates at the faculty, which allows for the improvement of study programmes in terms of and taking into account the suggestions of representatives of business practice and potential future employers. Another element strengthening the compliance of the

concept of education with the needs of the socio-economic environment and the labour market is to follow the career path of graduates through research conducted among people who have completed the degree. The knowledge obtained in this way is cognitive (tracking the further fate of graduates) and application (using the experience, opinions and assessment of practitioners) in order to adapt the study programme to the realities of the modern labour market. Monitoring of student satisfaction, learning outcomes and graduate assessments will enable making the necessary corrections and modifications in the academic year 2023/2024.

Since the degree programme was created, only relatively small adjustments have been made in the following areas: hourly loads and the scope and form of diploma exams (bachelor's and master's).

Marketing & Market Communication is a unique degree in Poland. This is the first degree programme in Poland, both in public and private education, dedicated exclusively to marketing, market communication and consumer behaviour. The teaching offer in the field of marketing and market communication appears in university curricula only as a specialty within other degrees, e.g. Management and as postgraduate studies. Currently, the second degree studies in the field of marketing are held by the Poznań University of Economics and the Lublin University of Technology. Taking into account the priority in setting up the degree programme and eight years of educational experience, the M&MC degree programme has made KUE the market leader in Poland.

The programme has twice been a laureate of the National Competition and Accreditation Programme "Studies with the Future" organized by the Foundation for the Development of Education and Higher Education, certificate "Studies with the Future" in 2016 and 2021.

Marketing and Market Communication was evaluated by the Polish Accreditation Committee on 19-20 May 2019. The Commission highly rated the degree programme of M&MC, recognising the fulfilment of all 10 criteria to be evaluated:

1. Construction of the study programme: concept, learning objectives and learning outcomes:
2. Implementation of the study program: curriculum content, schedule of the study program and forms and organisation of classes, methods of education, professional internships, organisation of the teaching and learning process:
3. Admission to studies, verification of students' achievement of learning outcomes, passing individual semesters and years and diploma:
4. Competences, experience, qualifications and number of staff providing education as well as staff development and improvement:
5. Infrastructure and educational resources used in the implementation of the study program and their improvement:

6. Cooperation with the socio-economic environment in the construction, implementation and improvement of the study program and its impact on the development of the field:
7. Conditions and ways of increasing the degree of internationalisation of the education process:
8. Support for students in learning, social, scientific or professional development and entering the labour market, as well as development and improvement of forms of support:
9. Public access to information about the study program, the conditions for its implementation and the results achieved;
10. Quality policy, design, approval, monitoring, review and improvement of the study program.

The intake of foreigners is limited to Poland's near-abroad – since the programme is offered in Polish, entry is dependent upon knowledge of Polish at an advanced level, which is generally exhibited by Easter-Europeans with Polish roots, or those, who planned their study in Poland and learned Polish, usually a language similar to their native tongue.

A graduate of undergraduate studies has the knowledge to analyse socio-economic phenomena, as well as to design strategies and marketing activities of economic organisations and other types of institutions. He efficiently navigates the work environment of a modern marketer in the field of: making market analysis and consumer research, understanding the needs and desires of buyers, creating innovative solutions regarding the marketing offer and communication with the customer, using the latest technologies and Internet tools in building and implementing a marketing strategy. The education of this type of specialists is possible thanks to the offer of the following specialities: E-marketing, Trade and building relationships with buyers, Marketing of cities and regions, Advertising and Public Relations. Graduates of M&MC can find employment in the departments of enterprises responsible for marketing and sales. Marketers work in every industry, from agribusiness to the automotive industry to retail.

The objectives of Marketing & Market Communication at the undergraduate level correspond to the needs of the local labour market and the environment. The objectives include:

- training of specialized staff with appropriate knowledge and skills necessary to work in analytical, research and creative positions,
- satisfying the needs of the local labour market in the field of managers and specialists in the field of marketing and trade,
- shaping attitudes and behaviours in the area of corporate social responsibility and sustainable development.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

Marketing and market communication is a degree programme that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character is closely related to the mission and strategy of the university (KUE) for the years 2011-2020 at every level of education. Classes allow students to gain theoretical and methodological knowledge as well as skills in conducting market analyses and marketing research at the first and second levels of studies, respectively, which is part of the implementation of the mission of the university *Rerum cognoscere causas et valorem* and is integrated with the guidelines of the KUE Strategy, which in its objectives includes conducting scientific research aimed at expanding economic and social knowledge. At the first level of education, students gain knowledge that allows them to analyse the socio-economic phenomena taking place, as well as to formulate conclusions independently. This knowledge is deepened at the second level by broadening the conceptual scope, methodological instruments and the degree of complexity of the phenomena studied. The study programme, in particular the profiles of specialities have been aimed at educating high-class professionals, which is closely related to the development of specialized skills in them. At the first level of studies, these are, for example, specialists in advertising and public relations or e-marketing, and at the second level – market analysts, specialists in e-commerce or product management. The education programme formulated in this way is closely linked to the strategic objective of KUE based on the education of highly qualified staff in the field of economic and social sciences. In addition, the study programme, both at the first and second level, emphasizes the development of social competences, paying attention to the legal, social and ethical responsibility of marketing and the challenges of sustainable economic development, which corresponds to the strategic goal of KUE, formulated as educating young people in the spirit of respect, law, patriotism, democracy and responsibility for the fate of society and the state. In addition, the study programme develops the skills of using specific normative systems, both at an advanced level (I degree of studies) and an in-depth level (II degree of studies), which is part of the implementation of the KUE Strategy understood as making efforts to ensure that the cult of law and conscientious work and an atmosphere of mutual kindness prevail in the university environment. It is important to emphasize that the concept of education in the field of M&MC also fits into the formal requirements related to higher education in Poland and is based on the University Education Quality Assurance System (USZJK), through which the KUE implements the Education Quality Policy.

The concept of education results from the main directions of scientific research conducted at the Institute of Management, in particular by departments with a marketing profile, i.e. the Department of Marketing, Market Analysis and Marketing Research, as well as Trade and Market Institutions. The first area of research is related to the contemporary conditions of marketing development, with particular emphasis on the use of information and communication technologies and

internationalisation processes. The second research area focuses on methodological problems of market research in industry and global systems. The third area of research concerns the development of trade and innovation in this sector. The fourth area of research covers the issues of territorial marketing. These issues are reflected in learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explications by market players.

The M&MC degree responds to the needs of the changing environment at every level of education. The study programme includes specialities related to both traditional and modern understanding of marketing. The specialisation E-marketing at the first level of studies or E-commerce at the second level are an example of a response to contemporary trends in marketing practice related to the development of information and communication technologies. Another example is the specialty of Market Analyst, which perfectly fits into the contemporary socio-economic environment based on interpretation and data mining. In addition, changes taking place on the market are taken into account in other specialities: Advertising and Public Relations, Product Management or International Marketing. They allow for educating high-class specialists in the field of marketing. This is reflected in the preferences of students. The specialities E-marketing, Advertising and Public Relations (I level of studies) as well as E-commerce (II level of studies) have been systematically launched since the creation of the field.

The content and learning outcomes are consulted on an ongoing basis with internal and external stakeholders. The Programme and Teaching Committee for marketing and market communication in its composition has, in addition to research and teaching staff, representatives of students. There is also a systematic evaluation of classes by students and a survey of the level of their satisfaction. In addition, the Board of Marketing Directors operates at the faculty, which allows for the improvement of study programmes taking into account the suggestions of representatives of business practice and potential future employers. Another element strengthening the compliance of the concept of education with the needs of the socio-economic environment and the labour market is to follow the career path of graduates through research conducted among people who have completed the degree. The knowledge obtained in this way is cognitive (tracking the further fate of graduates) and application (using the experience, opinions and assessment of practitioners) in order to adapt the study programme to the realities of

the modern labour market. This is an example of a broader plan to build a community of graduates, observed at foreign universities, which create extensive systems and networks of connections with graduates. And although Polish universities have traditions in this area, in recent years they have been neglected. In the degree programme of M&MC, it is planned to return to these good practices, enriching them additionally with experience gained as part of international exchange programmes.

Marketing and Market Communication is a unique degree programme in Poland, prepared with a view to educating high-class marketing specialists. The course provides students with the opportunity to broadly and deeply learn about economic, legal, social and cultural issues related to marketing. Compared to other degree programmes offered at KUE, M&MC focuses on an original approach to shaping organisational success and brand value as a result of strategic control of information transmission and dialogue with stakeholders. It assumes the acquisition of professional knowledge in the area of basic instruments of marketing communication, market analysis and marketing research as well as marketing management. Specialisations prepare students to make strategic and operational decisions and allow the use of acquired knowledge, skills and social competences in the process of influencing consumers, competitors and other stakeholders of enterprises. Students acquire the skills to formulate a marketing strategy in traditional and online environments. Graduates of the faculty can find work in marketing departments of enterprises of various industries, public sector institutions and non-profit organisations, Internet companies, interactive agencies, portals, vortals and other companies operating in the network, market research institutes, advertising and public relations agencies. They are marketing specialists, product managers, market analysts, sales representatives, international marketing specialists, promotion specialists, press spokesmen, regional marketing specialists.

The main features that distinguish the concept of education in the field of M&MC are the focus on the development of theoretical knowledge and professional, highly specialized skills while sensitizing students to the social, ethical and environmental responsibility of marketing and building a civil society. Students can develop specific skills and competences by choosing one of the four specialities, created in response to changes in the economy and – above all – the increasingly intensive use of the Internet in business and the internationalisation of marketing activities. In addition, the teaching methodology in the field of M&MC is based on interactive and innovative teaching methods, using e-learning tools and simulation games.

The leading discipline to which the degree programme of Marketing and Market Communication is assigned are management sciences. This is clearly reflected in the key degree intended learning outcomes, which develop knowledge and skills allowing for the identification, analysis

and study of phenomena in the area of marketing, market and enterprises functioning in specific social, economic and legal structures. The learning outcomes are also aimed at building a wide methodological instrumentation, methods and tools of data acquisition, allowing for advanced and in-depth studies of the socio-economic environment, which serve to increase the effectiveness and quality of management processes, both among economic and non-profit organisations. Social skills and competences are shaped with a view to supporting and developing the organisation of research on economic processes and phenomena. They develop the ability to codify and formulate logical conclusions and to present and communicate the collected information at local, national and international level. The concept of education in the field of M&MC also emphasizes in the area of social competences, and at the same time the content of the curriculum, the importance of citizenship and responsibility in the area of marketing, which is part of the contemporary discourse on the role of management and quality sciences in the context of sustainable socio-economic development.

Study programmes valid for both the first and second degree of M&MC include subjects: 1) major or general, 2) specialty, 3) elective. In addition, diploma seminars are obligatory classes. Students of first-cycle studies also have a diploma/thesis seminar and professional practice in the programme.

The study programme defines the learning outcomes (referred to in the provisions on the Integrated Qualifications System), a description of the process leading to the achievement of learning outcomes, as well as the number of ECTS credits assigned to classes. The study programme for the field of M&MC takes into account the learning outcomes in the field of knowledge, skills and social competences specific to the field of science and the scientific discipline to which it is assigned. Education is provided in two levels (grade 1 - bachelor's degree; grade 2 - master's studies). As part of undergraduate studies, classes last 6 semesters, end with the defence of a bachelor's thesis and obtaining a bachelor's degree.

Part of the learning outcomes covered by the study programme may be realised as part of classes conducted using distance learning methods and techniques using infrastructure and software ensuring synchronous and asynchronous interaction between students and lecturers – in accordance with the applicable regulations.

The study programme in the field of M&MC, in particular the profiles of the specialty have been aimed at educating high-class professionals, which is closely related to the development of specialized skills in them. At the first level of studies, these are, for example, specialists in advertising and public relations or e-marketing, and at the second level – market analysts, specialists in e-commerce or product management. The education programme formulated in this way is closely linked to the strategic objective of KUE based on the education of highly qualified staff in the field of economic and social sciences. In addition, the study programme,

both at the first and second level, emphasizes the development of social competences, paying attention to the legal, social and ethical responsibility of marketing and the challenges of sustainable economic development, which corresponds to the strategic goal of KUE, formulated as educating young people in the spirit of respect, law, patriotism, democracy and responsibility for the fate of society and the state. In addition, the study programme develops the skills of using specific normative systems, both at an advanced level (I degree of studies) and an in-depth level (II degree of studies), which is part of the implementation of the KUE Strategy understood as making efforts to ensure that the cult of law and conscientious work and the atmosphere of mutual kindness prevail in the university environment.

The undergraduate M&MC degree has no division of subjects into modules. General/core subjects, degree-specific, specialty and elective subjects are implemented. The largest share of lectures falls on the last semesters of studies, i.e. 5, 6 and 7, when the so-called elective courses are implemented. They are selected by students from a rich thematic offer prepared by the Institute's employees, practitioners and lecturers from outside the Institute.

The undergraduate programme offers a range of specialities for students to pursue deeper knowledge and insight:

- a) **E-marketing** - as part of the speciality, students gain specialist knowledge about the possibilities of using the Internet in marketing activities and learn the principles of the functioning of the Online market. The speciality programme assumes the acquisition of practical skills that allow students to design a company's marketing strategy in an online environment.
- b) **Trading and building relationships with buyers** - students will get acquainted with the specifics of trade, learn about the issues of sales management on various markets, marketing in trade, the specifics of the functioning of various commercial institutions. Specialty subjects are designed to deepen the knowledge of students in the field of effective building of relationships with buyers.
- c) **City and region marketing** - students of the speciality will get acquainted with the issues of territorial marketing, as well as with the subject of planning and conducting marketing research in the municipal sector. The speciality programme also includes classes on the development and implementation of marketing strategies (including promotion) of cities and regions.
- d) **Advertising and public relations** - the speciality gives students the opportunity to get to know in depth the economic, legal, social and cultural issues of advertising management and shaping PR campaigns. It assumes the acquisition of professional knowledge in the area of basic marketing communication instruments. The acquired knowledge will

allow for creative shaping of forms and tools of public relations, ways of promoting the offer, values and image of enterprises and public institutions.

The University's cooperation, both at the level of Colleges as well as Institutes and Departments with institutions of the socio-economic environment, including employers, is significant and systematically developed. Employees of the above-mentioned units maintain constant contact with the social and economic environment by performing the roles of experts, consultants, business trainers, as well as the implementation of research projects (e.g. obtaining empirical data). An example is the long-term cooperation from the Department of Market Analysis and Marketing Research with the PMR Consulting & Research Agency (2014 – 2019), including workshop classes for students with the participation of representatives of the PMR Research Agency and visits to the company's headquarters, classes in the analyst community, observation of researchers' work (CATI positions). Employees of the Departments join the series of events organized at the KUE under the slogan of the so-called company academies. An example is the Lajkonik Academy organized in 2015, and the Marketing Academy (in cooperation with the KolMark scientific circle). In addition, representatives of the three Departments mentioned above participate in seminar series organized by the Jagiellonian University.

In educating students in the field of Marketing & Market Communication, the aim is to increase the international dimension, hence the employees of the Departments of Marketing, Market Analysis and Marketing Research, Trade and Market Institutions invite foreign experts, as well as go to foreign universities in order to borrow good teaching practices. Students had the opportunity to participate in lectures by visiting professors from universities from Germany, Croatia, the Czech Republic, Georgia, Ukraine.

In addition, lecturers in the field of M&MC conduct classes during trips to foreign universities or as experts during industry meetings. Guest lectures of employees were conducted, among others, at HAMK University of Applied Studies in Hameenlinna (Finland), Shanghai Accounting And Finance University (China), Saint-Petersburg State University of Economics (Russia), University of Stuttgart (Germany), FHS University of St. Gallen (Switzerland).

Staff are involved in EU mobility programmes such as ERASMUS+ and CEEPUS. It is worth emphasising that M&MC students take part in foreign trips under the ERASMUS+, CEEPUS, multilateral agreements or government scholarships programmes and study at partner universities around the world (Spain, Germany, Greece, France. USA, UK, Iceland, Russia).

Internationalisation also means the mobility of academic teachers who improve their teaching skills and language skills by conducting teaching classes for students at foreign universities, participating in trainings and international projects. European mobility programmes for research and teaching staff, as well as university bilateral exchange programmes, allow for the

development of scientific and teaching skills in an international environment. Employees teaching in the field of M&MC use these programmes, enriching their workshop. In addition, through foreign trips, scientific relations develop, which allow to invite interesting specialists and foreign lecturers and build international cooperation. These issues are among the most important development goals of the M&MC education concept for the coming years.

Tracking the development paths and successes of graduates of Marketing and Market Communication is part of the tasks of the Academic Career Centre (Polish acronym: ACK). ACK helps students and graduates prepare to enter the labour market and strives to build relationships between students and graduates of the University and companies to enable students to gain work experience, facilitate graduates to start their professional careers, provide employers with dynamic and enthusiastic employees. An important source of information and an indicator of the purposefulness and effectiveness of education in the field of Marketing and Market Communication is the systematic tracking of the fate of graduates conducted by the Academic Career Centre.

Diagnosis and improvement of the education programme in the field of M&MC is made on the basis of the results of research conducted among graduates of KUE and discussions during regular meetings with the Board of Marketing Directors and the Business Council at the College of Management and Quality Sciences.

The Board of Marketing Directors is important for establishing close and real contacts between teaching and practice in this area, to which graduates of the Studies in the field of Marketing and Market Communication are situated. It is an expression of a specific approach and deepened concern for the quality of education in the M&MC Faculty, for ensuring close links between curricula and teaching content with the needs of practice, care for shaping an attractive and modern profile of a graduate, a graduate who will be an ambassador of M&MC and, by the way, the Faculty of Management and the University in an open and very competitive labour market. Members of the Council work in companies, institutions representing prominent Polish and international brands. They have excellent substantive competence and extremely deep experience in marketing, including international and global marketing. This guarantees full implementation of the goals and tasks that are set before the Board of Marketing Directors.

An important role in improving the study programme for marketing and Market Communication is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Social and Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders. Contact with graduates who have completed education in the Institute is not formal but is based on individual contacts of academic teachers or members of scientific circles with them. They are invited to scientific conferences, seminars

during which they share their work experiences and comments on useful competences on the labour market.

According to the study plan, professional internships are carried out only by full-time students, so that they can get to know the functioning of workplaces, gain experience, and verify the theoretical knowledge gained during study in practice. Part-time students perform such verification on a daily basis in the workplaces where they are employed.

Students do work placements after the sixth semester as summer internships that last 4 weeks. Student internships take place on the basis of tripartite agreements between the university, the organizer of the internship and the student. On behalf of the university, internship agreements are signed by the Head of the Department, under whose supervision the student undergoes the internship. It is also a department in which the student under the supervision of the supervisor writes an engineering / diploma thesis.

The student has a lot of freedom in choosing the organisation in which he will do his internship. Internships should correspond to the nature of studies and achieve the objectives contained in the study regulations, the curriculum, as well as the subject card. The tasks that students perform as part of the internship should be used to implement learning outcomes in the field of knowledge, skills and social competences. As part of the internship, students gain professional experience, linking the theory acquired as part of their studies with the practical knowledge offered by workplaces.

Students can also pursue student apprenticeship as part of their professional work, internship, volunteering or internship. Then the student applies for the professional work / volunteering / internship / internship as a student internship. Such a situation is possible if the student, while working and performing his professional duties, achieves the objectives and learning outcomes included in the study plan. Student internship may also take place on the basis of referral on the basis of framework.

agreements/ agreements for the organisation of student internships.

The condition for passing student internships is to present to the tutor an internship report, in which, in addition to the data of the student and the organizer of the internship, tasks and activities performed during the internship are also presented to implement the intended learning outcomes, which were included in the "Practice" subject card.

In addition to compulsory internship, students can gain work experience through voluntary student internships. Each additional practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

Each proposal for an internship by a student is analysed individually. Together with the student, it is discussed in which departments the student can do internships, what tasks, activities it would be good for him to see and perform, as well as internship plans are established.

The pandemic has also had a significant impact on student apprenticeships. During COVID-19, restrictions related to the lockdown, and later also restrictions related to movement, contacts with other people, as well as the replacement of stationary work with remote work contributed to significant difficulties in organising internships. Companies, due to epidemiological restrictions, often did not have the opportunity to accept students for internships. Therefore, as well as for the sake of caring for the student's well-being, it was decided to include the student in any professional work, internship, volunteering, internship or even longer (min. 3 weeks, 150 hours) contact with the organisation as a professional practice. The internship could be completed at any time of study, but no later than the seventh semester. During the pandemic, the possibility of completing a professional internship at a later date, i.e. in the VII (last) semester, has also been postponed. Students also had a lot of freedom in choosing the place of practice and the organisation in which they will do their internship.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students (table). The average grade obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

The assessment of lecturers conducting classes takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 16 visits were carried out in the academic year 2018/2019, 8 visits in 2019/2020 and 15 visits in 2021/2022.

As mentioned earlier, employees are positively assessed by students. In the case of employees who obtained a score below 3.5, the director of the Institute in the presence of their immediate supervisor undertook interviews with employees in order to diagnose the problem and take motivational measures.

The COVID-19 pandemic has not affected the number of class visits carried out or the resulting assessments. During the pandemic, visits were carried out remotely based on previously adopted principles, taking into account the specificity of the remote form of education.

Monitoring of the methods of implementation and quality of classes as well as the achieved learning outcomes is carried out by students as well as by the Heads of Departments. Students assess the quality of the classes in which they participate every semester. The student opinion summaries developed by the Centre for quality of Education are forwarded to the Director of the Institute, the Heads of Departments and the evaluated staff. They are the basis for improving the education process and taking actions aimed at eliminating reservations regarding the classes and improving their quality. Emerging teaching problems in the field of Marketing & Market Communication are the subject of discussion at the meetings of the Departments exercising substantive care over it. The Management of the Institute at the meetings of the Institute Council presents the results of the best 10 employees of the Institute divided into positions held: assistant, assistant professor, professor and presents the ranking of the 10 best Departments of the Institute, as well as the place of the Institute in the ranking of University Institutes. He also conducts interviews with the least rated employees, offering them participation in trainings and courses improving the teaching workshop.

The assessment of the quality of education is also carried out by the Institute Team for the Quality of Education, which consists of 11 academic teachers and 1 student. The tasks of the team include: giving opinions on the creation of new fields of study and specialities, giving

opinions on proposed changes in learning outcomes, in the study plans in the fields offered at the Institute of Management, auditing diploma theses, recommending activities in the field of improving the quality of education in the fields of study at the Institute of Management.

The review of the study programme in the field of M&MC is also initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences and by the Departments exercising substantive care over the degree. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for the Degree of M&MC, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the Degree of M&MC. The review of the study programme in the field of M&MC is also initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences and by the Departments exercising substantive care over the degree. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for the Degree of M&MC, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the Degree of M&MC.

Marketing and Market Communication (Master)

Studies in the field of Marketing & Market Communication are conducted at both the undergraduate (first degree) and master's (second degree) levels, and include primarily knowledge and skills included in the canon of education in economics and management and disciplines related to the functioning of markets. In addition, they contain a wide range of social issues necessary for creative and effective solving of practical problems regarding the functioning of enterprises in the conditions of a changing environment. Studies at both degrees differ in the number of semesters, the study program, as well as the type of specialities offered.

Admission to full-time and part-time second-cycle studies takes place on the basis of an average grade (applies to graduates of the first degree of KUE studies) or an entrance exam. The exam covers student knowledge and skills in the concept and essence of marketing, its subject

scope, marketing strategies and tools, analysis of customer behaviour, segmentation procedures, selection of target customers and positioning of the offer, as well as assessment of the effects of marketing activities.

Studies are conducted in a full-time and part-time system. Classes for full-time students are organized on weekdays. Participants of part-time studies take classes on weekends (on Fridays from 15.45 and on Saturdays and Sundays). Their program is the same as in full-time studies, only for individual subjects there are fewer contact hours (these classes should be supplemented by independent work of students). Subjects delivered in both systems have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

The entire degree in full-time and part-time mode is taught in Polish.

The current programme offers 4 specialities:

- Market analytics;
- Electronic commerce;
- International Marketing;
- Product Management.

It is a degree programme that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character are closely related to the mission and strategy of the university (KUE) at every level of education. It is important to emphasize that the concept of education in the field of M&MC also fits into the formal requirements related to higher education in Poland and is based on the University Education Quality Assurance System (USZJK), through which the KUE implements the Education Quality Policy. The concept of education results from the main directions of scientific research conducted at the College of Management and Quality Sciences, in particular by departments with a marketing profile, i.e. the Department of Marketing, Market Analysis and Marketing Research, as well as Trade and Market Institutions. The first area of research is related to the contemporary conditions of marketing development, with particular emphasis on the use of information and communication technologies and internationalisation processes. The second research area focuses on methodological problems of market research in industry and global systems. The third area of research concerns the development of trade and innovation in this sector. The fourth area covers the issues of territorial marketing. These issues are reflected in learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explications by market players.

Classes allow students to acquire the basics of marketing knowledge and skills in the field of market analysis, marketing research, design and implementation of marketing strategies.

Classes at the second stage of studies allow students to gain theoretical and methodological knowledge as well as skills in conducting market analyses and marketing research, which is part of the implementation of the mission of the *Rerum cognoscere causas et valorem universitatis*, which in its objectives includes striving for the synergy of high-quality research activities, modern education of students and real impact on the external environment.

This knowledge includes the extension of the conceptual scope and methodological instruments from undergraduate studies. The study programme, including in particular the profiles of specialities, have been aimed at educating high-class professionals, which is closely related to the development of specialized skills in them.

Since the creation of the course, no significant changes have been made in the construction of the study programme. This is due to the fact that the content and learning outcomes are consulted on an ongoing basis with internal and external stakeholders. The Programme and Teaching Committee for marketing and market communication in its composition has, in addition to research and teaching staff, representatives of students. There is also a systematic evaluation of classes by students and a survey of the level of their satisfaction. In addition, the Board of Marketing Directors operates at the faculty, which allows for the improvement of study programmes in terms of and taking into account the suggestions of representatives of business practice and potential future employers. Another element strengthening the compliance of the concept of education with the needs of the socio-economic environment and the labour market is to follow the career path of graduates through research conducted among people who have completed the degree. The knowledge obtained in this way is cognitive (tracking the further fate of graduates) and application (using the experience, opinions,

and assessment of practitioners) in order to adapt the study programme to the realities of the modern labour market. Monitoring of student satisfaction, learning outcomes and graduate assessments will enable making the necessary corrections and modifications in the academic year 2023/2024.

Since the degree programme was created, only relatively small adjustments have been made in the following areas:

- hourly loads;
- the scope and form of diploma exams (bachelor's and master's).

Marketing & Market Communication is a unique degree in Poland. This is the first degree programme in Poland, both in public and private education, dedicated exclusively to marketing, market communication and consumer behaviour. The teaching offer in the field of marketing

and market communication appears in university curricula only as a specialty within other degrees, e.g. Management and as postgraduate studies. Currently, the second degree studies in the field of marketing are held by the Poznań University of Economics and the Lublin University of Technology. Taking into account the priority in setting up the degree programme and eight years of educational experience, the M&MC degree programme has made KUE the market leader in Poland.

The degree has twice been a laureate of the National Competition and Accreditation Programme "Studies with the Future" organized by the Foundation for the Development of Education and Higher Education, certificate "Studies with the Future" in 2016 and 2021.

Marketing and Market Communication was evaluated by the Polish Accreditation Committee on 19-20 May 2019. The Commission highly rated the degree programme of M&MC, recognising the fulfilment of all 10 criteria to be evaluated:

1. Construction of the study programme: concept, learning objectives and learning outcomes;
2. Implementation of the study programme: curriculum content, schedule of the study programme and forms and organisation of classes, methods of education, professional internships, organisation of the teaching and learning process;
3. Admission to studies, verification of student achievement of learning outcomes, passing individual semesters and years and diploma;
4. Competences, experience, qualifications and number of staff providing education as well as staff development and improvement;
5. Infrastructure and educational resources used in the implementation of the study programme and their improvement;
6. Cooperation with the socio-economic environment in the construction, implementation and improvement of the study programme and its impact on the development of the field;
7. Conditions and ways of increasing the degree of internationalisation of the education process;
8. Support for students in learning, social, scientific or professional development and entering the labour market, as well as development and improvement of forms of support;
9. Public access to information about the study programme, the conditions for its implementation and the results achieved
10. Quality policy, design, approval, monitoring, review and improvement of the study programme.

A graduate of the Master's degree in the field of M&MC has the knowledge and skills of broad and deep knowledge of economic, legal, social and cultural issues related to marketing. He has professional knowledge in the area of basic instruments of marketing communication, market analysis and marketing research as well as marketing management. The training of this type of specialists is possible by offering the following specialities:

- Market Analytics;
- E-commerce;
- International Marketing;
- Product Management.

Specialities prepare students to make strategic and operational decisions and allow the use of acquired knowledge, skills and social competences in the process of influencing consumers, competitors and other stakeholders of enterprises. Students acquire the skills to formulate a marketing strategy in traditional and online environments. Graduates of the faculty can find work in marketing departments of enterprises of various industries, public sector institutions and non-profit organisations, Internet companies, interactive agencies, portals, vortals and other companies operating in the network, market research institutes, advertising and public relations agencies. They are marketing specialists, product managers, market analysts, sales representatives, international marketing specialists, promotion specialists, press spokesmen, regional marketing specialists.

The objectives of the Marketing and Market Communication programme at the Master's level correspond to the conditions of the modern marketing environment and the needs of educating professional managerial staff, through:

- training of professional staff with appropriate knowledge and skills necessary for effective work in a demanding, dynamically changing marketing environment;
- satisfying the needs of the local and national labour market in the field of managers and specialists in the area of marketing and trade;
- shaping attitudes and behaviours in the area of social competences, and at the same time programme content, the importance of citizenship and responsibility in the area of marketing, which fits into the contemporary discourse on the role of management and quality sciences in the context of sustainable socio-economic development.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework (Polish acronym: PRK) system. For each subject, learning outcomes are divided into 3 categories: knowledge, skills and social competences.

Detailed data on the objectives and learning outcomes pursued in the degree are included in the Subject Cards (subject syllabi), which are available in the KUE PQF system (prk.uek.krakow.pl)

As the degree is quite young, since its creation no significant changes have been made in the construction of the study programme. The syllabi are reviewed annually.

Marketing and market communication is a degree programme that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character is closely related to the mission and strategy of the university (KUE) for the years 2011-2020 at every level of education. Classes allow students to gain theoretical and methodological knowledge as well as skills in conducting market analyses and marketing research at the first and second levels of studies, respectively, which is part of the implementation of the mission of the university *Rerum cognoscere causas et valorem* and is integrated with the guidelines of the KUE Strategy, which in its objectives includes conducting scientific research aimed at expanding economic and social knowledge. At the first level of education, students gain knowledge that allows them to analyse the socio-economic phenomena taking place, as well as to formulate conclusions independently. This knowledge is deepened at the second level by broadening the conceptual scope, methodological instruments and the degree of complexity of the phenomena studied. The curriculum, in particular the profiles of specialities have been aimed at educating high-class professionals, which is closely related to the development of specialized skills in them. At the first level of studies, these are, for example, specialists in advertising and public relations or e-marketing, and at the second level – market analysts, specialists in e-commerce or product management. The education programme formulated in this way is closely linked to the strategic objective of KUE based on the education of highly qualified staff in the field of economic and social sciences. In addition, the degree programme, both at the first and second level, emphasizes the development of social competences, paying attention to the legal, social and ethical responsibility of marketing and the challenges of sustainable economic development, which corresponds to the strategic goal of KUE, formulated as educating young people in the spirit of respect, law, patriotism, democracy and responsibility for the fate of society and the state. In addition, the study programme develops the skills of using specific normative systems, both at an advanced level (I degree of studies) and an in-depth level (II degree of studies), which is part of the implementation of the KUE Strategy understood as making efforts to ensure that the cult of law and conscientious work and an atmosphere of mutual kindness prevail in the university environment. It is important to emphasize that the concept of education in the field of M&MC also fits into the formal requirements related to higher education in Poland and is based on the University Education Quality Assurance System (USZJK), through which the KUE implements the Education Quality Policy.

The concept of education results from the main directions of scientific research conducted at the Institute of Management, in particular by departments with a marketing profile, i.e. the Department of Marketing, Market Analysis and Marketing Research, as well as Trade and Market Institutions:

- The first area of research is related to the contemporary conditions of marketing development, with particular emphasis on the use of information and communication technologies and internationalisation processes.
- The second research area focuses on methodological problems of market research in industry and global systems.
- The third area of research concerns the development of trade and innovation in this sector.
- The fourth area of research covers the issues of territorial marketing.

These issues are reflected in learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explications by market players.

The M&MC course responds to the needs of the changing environment at every level of education. The study programme includes specialities related to both traditional and modern understanding of marketing. The specialisation E-marketing at the first level of studies or E-commerce at the second level are an example of a response to contemporary trends in marketing practice related to the development of information and communication technologies. Another example is the specialty of Market Analyst, which perfectly fits into the contemporary socio-economic environment based on interpretation and data mining. In addition, changes taking place on the market are taken into account in other specialities: Advertising and Public Relations, Product Management or International Marketing. They allow for educating high-class specialists in the field of marketing. This is reflected in the preferences of students. The specialities E-marketing, Advertising and Public Relations (I level of studies) as well as E-commerce (II level of studies) have been systematically launched since the creation of the field.

The content and learning outcomes are consulted on an ongoing basis with internal and external stakeholders. The Programme and Teaching Committee for marketing and market communication in its composition has, in addition to research and teaching staff, representatives of students. There is also a systematic evaluation of classes by students and a survey of the level of their satisfaction. In addition, the Board of Marketing Directors operates at the faculty, which allows for the improvement of study programmes taking into account the suggestions of representatives of business practice and potential future employers. Another element strengthening the compliance of the concept of education with the needs of the socio-economic envi-

ronment and the labour market is to follow the career path of graduates through research conducted among people who have completed the degree. The knowledge obtained in this way is cognitive (tracking the further fate of graduates) and application (using the experience, opinions and assessment of practitioners) in order to adapt the study programme to the realities of the modern labour market. This is an example of a broader plan to build a community of graduates, observed at foreign universities, which create extensive systems and networks of connections with graduates. And although Polish universities have traditions in this area, in recent years they have been neglected. In the M&MC degree, it is planned to return to these good practices, enriching them additionally with experience gained as part of international exchange programmes.

Marketing and Market Communication is a unique degree in Poland, prepared with a view to educating high-class marketing specialists. The course provides students with the opportunity to broadly and deeply learn about economic, legal, social and cultural issues related to marketing. Compared to other degrees offered at KUE, M&MC focuses on an original approach to shaping organisational success and brand value as a result of strategic control of information transmission and dialogue with stakeholders. It assumes the acquisition of professional knowledge in the area of basic instruments of marketing communication, market analysis and marketing research as well as marketing management. Specialisations prepare students to make strategic and operational decisions and allow the use of acquired knowledge, skills and social competences in the process of influencing consumers, competitors and other stakeholders of enterprises. Students acquire the skills to formulate a marketing strategy in traditional and online environments. Graduates of the faculty can find work in marketing departments of enterprises of various industries, public sector institutions and non-profit organisations, Internet companies, interactive agencies, portals, vortals and other companies operating in the network, market research institutes, advertising and public relations agencies. They are marketing specialists, product managers, market analysts, sales representatives, international marketing specialists, promotion specialists, press spokesmen, regional marketing specialists.

The main features that distinguish the concept of education in the field of M&MC are the focus on the development of theoretical knowledge and professional, highly specialized skills while sensitising students to the social, ethical and environmental responsibility of marketing and building a civil society. Students can develop specific skills and competences by choosing one of the four specialities, created in response to changes in the economy and – above all – the increasingly intensive use of the Internet in business and the internationalisation of marketing activities. In addition, the teaching methodology in the field of M&MC is based on interactive and innovative teaching methods, using e-learning tools and simulation games.

The leading discipline to which Marketing and Market Communication is assigned are management sciences. This is clearly reflected in the key degree intended learning outcomes, which develop knowledge and skills allowing for the identification, analysis and study of phenomena in the area of marketing, market and enterprises functioning in specific social, economic and legal structures. The learning outcomes are also aimed at building a wide methodological instrumentation, methods and tools of data acquisition, allowing for advanced and in-depth studies of the socio-economic environment, which serve to increase the effectiveness and quality of management processes, both among economic and non-profit organisations. Social skills and competences are shaped with a view to supporting and developing the organisation of research on economic processes and phenomena. They develop the ability to codify and formulate logical conclusions and to present and communicate the collected information at local, national and international level. The concept of education in the field of M&MC also emphasizes in the area of social competences, and at the same time the content of the curriculum, the importance of citizenship and responsibility in the area of marketing, which is part of the contemporary discourse on the role of management and quality sciences in the context of sustainable socio-economic development.

Study programmes valid for both the first and second degree of M&MC include subjects: 1) major or general, 2) specialty, 3) elective. In addition, diploma seminars are obligatory classes. Students of first-cycle studies also have a diploma/thesis seminar and professional practice in the programme. The study programme defines the learning outcomes (referred to in the provisions on the Integrated Qualifications System), a description of the process leading to the achievement of learning outcomes, as well as the number of ECTS credits assigned to classes. The study programme for the field of M&MC takes into account the learning outcomes in the field of knowledge, skills and social competences specific to the field of science and the scientific discipline to which it is assigned. 2nd degree of study includes 4 semesters of classes crowned with the defence of the master's thesis and obtaining a master's degree. Part of the learning outcomes covered by the study programme may be obtained as part of classes conducted using distance learning methods and techniques using infrastructure and software ensuring synchronous and asynchronous interaction between students and lecturers – in accordance with the applicable regulations. The degree programme in the field of M&MC, in particular the profiles of the specialty have been aimed at educating high-class professionals, which is closely related to the development of specialized skills in them. At the first level of studies, these are, for example, specialists in advertising and public relations or e-marketing, and at the second level – market analysts, specialists in e-commerce or product management. The education programme formulated in this way is closely linked to the strategic objective of KUE based on the education of highly qualified staff in the field of economic and social sciences. In addition, the study programme, both at the first and second level, emphasizes the development

of social competences, paying attention to the legal, social and ethical responsibility of marketing and the challenges of sustainable economic development, which corresponds to the strategic goal of KUE, formulated as educating young people in the spirit of respect, law, patriotism, democracy and responsibility for the fate of society and the state. . In addition, the study programme develops the skills of using specific normative systems, both at an advanced level (I degree of studies) and an in-depth level (II degree of studies), which is part of the implementation of KUE Strategy understood as making efforts to ensure that the cult of law and conscientious work and the atmosphere of mutual kindness prevail in the university environment.

The Master programme offers a range of specialities for students to pursue deeper knowledge and insight:

a) **Market analytics** - students gain knowledge in the field of organising and conducting quantitative and qualitative social and marketing research (including survey, panel and experimental research), building and evaluating the reliability of research tools and marketing indicators in the consumer & marketing metrics trend, practical methods of market analysis and customer behaviour. In addition to the methods of analysing survey data, the participants of the specialisation will learn the methods of analysing the existing data generated in the enterprise and the analysis of large data sets of Big Data (transactional data of retail outlets and e-skeps, online data, customer migration, dynamic segmentation in the customer life cycle).

b) **Electronic commerce** - students get acquainted with the possibilities of using the Internet in conducting commercial activities of enterprises. They gain specialist knowledge and practical skills in the management of electronic distribution channels and multi-channel sales. The specialisation prepares graduates to work in positions related to the organisation and supervision of sales activities both in enterprises whose main area of activity is retail or wholesale trade on the Internet, as well as in companies that use or intend to use the Internet in the sale of their products.

c) **International Marketing** - students learn about the economic, legal, social and cultural determinants of shaping the marketing strategy for the development of enterprises operating on the domestic and global market. The acquired knowledge allows for the effective use of marketing instruments, including: shaping the company's offer, how to promote it and the strategy of its distribution in international distribution channels and conducting marketing research on foreign markets. The studies also allow students to learn about PR strategies and tools enabling the shaping of the company's image and its products on international markets.

d) **Product Management** - the specialty prepares students to work as a product manager. Students are introduced to the functions implemented in practice by product managers, whose task is to discover potential market opportunities and create innovative products and shape

and develop their features (in cooperation with designers), develop marketing strategies for products, practical implementation and evaluate the achieved effects on the market. During the classes also conducted with the participation of practitioners, methods and tools for shaping the value of products, brand management, assortment management and product quality are presented. During the classes, students are familiarized with knowledge about the properties of selected industry markets, the specifics of the products offered on them and consumer behaviour.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

The University's cooperation, both at the level of Colleges as well as Institutes and Departments with institutions of the socio-economic environment, including employers, is significant and systematically developed. Employees of the above-mentioned units maintain constant contact with the social and economic environment by performing the roles of experts, consultants, business trainers, as well as the implementation of research projects (e.g. obtaining empirical data). An example is the long-term cooperation of from the Department of Market Analysis and Marketing Research with the PMR Consulting & Research Agency (2014 – 2019), including workshop classes for students with the participation of representatives of the PMR Research Agency and visits to the company's headquarters, classes in the analyst community, observation of researcher work (CATI positions). Employees of the Departments join the series of events organized at the KUE under the slogan of the so-called company academies. An example is the Lajkonik Academy organized in 2015, and the Marketing Academy (in cooperation with the KolMark scientific circle). In addition, representatives of the three Departments mentioned above participate in seminar series organized by the Jagiellonian University.

In educating students in the field of Marketing & Market Communication, the aim is to increase the international dimension, hence the employees of the Departments of Marketing, Market Analysis and Marketing Research, Trade and Market Institutions invite foreign experts, as well as go to foreign universities in order to borrow good teaching practices. Students had the opportunity to participate in lectures by visiting professors from universities from Germany, Croatia, the Czech Republic, Georgia, Ukraine.

In addition, lecturers in the field of M&MC conduct classes during trips to foreign universities or as experts during industry meetings. Guest lectures of employees were conducted, among others, at HAMK University of Applied Studies in Hameenlinna (Finland), Shanghai Accounting

And Finance University (China), Saint-Petersburg State University of Economics (Russia), University of Stuttgart (Germany), FHS University of St. Gallen (Switzerland).

Staff are involved in EU mobility programmes such as ERASMUS+ and CEEPUS. It is worth emphasising that M&MC students take part in foreign trips under the ERASMUS+, CEEPUS, multilateral agreements or government scholarships programmes and study at partner universities around the world (Spain, Germany, Greece, France, USA, UK, Iceland, Russia).

Internationalisation also means the mobility of academic teachers who improve their teaching skills and language skills by conducting teaching classes for students at foreign universities, participating in trainings and international projects. European mobility programmes for research and teaching staff, as well as university bilateral exchange programmes, allow for the development of scientific and teaching skills in an international environment. Employees teaching in the field of M&MC use these programmes, enriching their workshop. In addition, through foreign trips, scientific relations develop, which allow to invite interesting specialists and foreign lecturers and build international cooperation. These issues are among the most important development goals of the M&MC education concept for the coming years.

Marketing and Market Communication was evaluated by the Polish Accreditation Committee on 19-20 May 2019. The PAC awarded a very high rating to the degree.

Twice a laureate of the National Competition and Accreditation Programme "Studies with the Future" organized by the Foundation for the Development of Education and Higher Education, certificate "Studies with the Future" in 2016 and 2021.

Although a separate unit, the language instructors from the Language Centre contribute to the language education on the M&MC degree. The high level of classes conducted by KUE Language Centre has been confirmed by granting this unit the international EAQUALS accreditation certificate (in 2018 and renewed in 2022).

This international accreditation is the first accreditation effort undertaken for M&MC.

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

An important role in improving the study programme for M&MC is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of

knowledge between the academic community of the Institute of Management and external stakeholders.

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice.

As part of the cooperation of the departments supporting the teaching process in the field of M&MC: the Department of Marketing, the Department of Market Analysis and Marketing Research and the Department of Trade and Market Institutions, a project was created to analyse the effects of education in terms of models of professional development paths and the usefulness of graduates on the labour market. Due to the fact that the faculty still has a small group of graduates, the system is at the implementation stage. Currently, a questionnaire template has been developed and piloted. The questionnaire was verified in terms of reliability and accuracy of measurement scales. For the purposes of research, an address database of graduates is successively created.

Tracking the development paths and successes of graduates of Marketing and Market Communication is part of the tasks of the Academic Career Centre (Polish acronym: ACK). ACK helps students and graduates prepare to enter the labour market and strives to build relationships between students and graduates of the University and companies to enable students to gain work experience, facilitate graduates to start their professional careers, provide employers with dynamic and enthusiastic employees. An important source of information and an indicator of the purposefulness and effectiveness of education in the field of Marketing and Market Communication is the systematic tracking of the fate of graduates conducted by the Academic Career Centre.

Diagnosis and improvement of the education programme in the field of M&MC is made on the basis of the results of research conducted among graduates of KUE and discussions during regular meetings with the Board of Marketing Directors and the Business Council at the College of Management and Quality Sciences.

The Board of Marketing Directors is important for establishing close and real contacts between teaching and practice in this area, to which graduates of the Studies in the field of Marketing and Market Communication are situated. It is an expression of a specific approach and deep-

ened concern for the quality of education in the M&MC Faculty, for ensuring close links between curricula and teaching content with the needs of practice, care for shaping an attractive and modern profile of a graduate, a graduate who will be an ambassador of M&MC and, by the way, the Faculty of Management and the University in an open and very competitive labour market. Members of the Council work in companies, institutions representing prominent Polish and international brands. They have excellent substantive competence and extremely deep experience in marketing, including international and global marketing. This guarantees full implementation of the goals and tasks that are set before the Board of Marketing Directors.

An important role in improving the study programme for marketing and Market Communication is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Social and Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

Students in the framework of the Master's studies are not obliged to undergo student internships. However, they have the opportunity to gain professional experience through internships, voluntary student internships or by participating in projects and trips abroad e.g. as part of Erasmus. Such activity on the market will contribute to the deepening of their knowledge, skills and social competences in the field of studies, as well as allow them to experience how what they learned during their studies can be used in practice. Combining theoretical knowledge with professional experience will contribute to better preparation of students for the demanding labour market. Each practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students. The average grade obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

Achieving a relatively high level of intended learning outcomes was largely related to the factors supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturer's own choice, which may also indicate that academic teachers to a large extent attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the MOODLE e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees. Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from participation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the quality of education was also the connection between the subject of classes and business practice.

Taking into account the grades obtained by students, indicating the level of achievement of learning outcomes, a slight increase in them can be observed in the academic year 2020/21, i.e. during the full lockdown, when classes and verification of learning outcomes were predominantly remote. This may indicate the use of unfair practices by students, which was eliminated in the next academic year by restoring the stationary form of credits and exams.^

The assessment of lecturers conducting classes takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 16 visits were carried out in the academic year 2018/2019, 8 visits in 2019/2020 and 15 visits in 2021/2022.

As mentioned earlier, employees are positively assessed by students. In the case of employees who obtained a score below 3.5, the director of the Institute in the presence of their immediate supervisor undertook interviews with employees in order to diagnose the problem and take motivational measures.

The COVID-19 pandemic has not affected the number of class visits carried out or the resulting assessments. During the pandemic, visits were carried out remotely based on previously adopted principles, taking into account the specificity of the remote form of education.

Monitoring of the methods of implementation and quality of classes as well as the achieved learning outcomes is carried out by students as well as by the Heads of Departments. Students assess the quality of the classes in which they participate every semester. The student opinion summaries developed by the Centre for quality of Education are forwarded to the Director of the Institute, the Heads of Departments and the evaluated staff. They are the basis for improving the education process and taking actions aimed at eliminating reservations regarding the classes and improving their quality. Emerging teaching problems in the field of Marketing & Market Communication are the subject of discussion at the meetings of the Departments exercising substantive care over it. The Management of the Institute at the meetings of the Institute Council presents the results of the best 10 employees of the Institute divided into positions held: assistant, assistant professor, professor and presents the ranking of the 10 best Departments of the Institute, as well as the place of the Institute in the ranking of University Institutes. He also conducts interviews with the least rated employees, offering them participation in trainings and courses improving the teaching workshop.

The assessment of the quality of education is also carried out by the Institute Team for the Quality of Education, which consists of 11 academic teachers and 1 student. The tasks of the Team include: giving opinions on the creation of new fields of study and specialities, giving opinions on proposed changes in learning outcomes, in the study plans in the fields offered at the Institute of Management, auditing diploma theses, recommending activities in the field of improving the quality of education in the fields of study at the Institute of Management.

The review of the study programme in the field of M&MC is also initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences of KUE and by the Departments exercising substantive care over the degree. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for the Degree of M&MC, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the Degree of M&MC.

Management (Bachelor)

Studies in the field of Management are conducted at both the undergraduate (first degree) and master's (second degree) levels, and include knowledge and skills included in the canon of education in the field of economics and management and subdisciplines related to the functioning of enterprises. In addition, they contain a wide range of social issues necessary for creative and effective solving of practical problems regarding the functioning of enterprises in the conditions of a changing environment.

Admission to full-time and part-time studies of the first degree takes place on the basis of the results of the maturity exam, and the qualification procedure includes as a subject the first or extended foreign language and two electives from the following subjects: mathematics, geography, history, knowledge of society.

Bachelor's studies are conducted in a full-time and part-time system. Classes for full-time students are organized on weekdays. Participants of part-time studies take classes on weekends (on Fridays from 15.45 and on Saturdays and Sundays). The part-time curriculum is the same as in full-time studies, the only difference concerns the smaller number of hours contacted for individual subjects (these classes should be supplemented by independent work of students). Subjects delivered in both systems have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

The entire degree in full-time and part-time mode is taught in Polish.

On the Management degree, the following specialities are conducted at first-cycle studies - Bachelor's studies (for the reference 2021-22 intake):

- Cooperation in business;
- Logistics and supply chain management;
- Company management;

- Small business management;
- Sales management in production and trade;
- Knowledge and information management

The Management degree has the longest tradition among the programmes offered at the Institute of Management. It was launched with the establishment of the Faculty of Management of the then University of Economics in 1992. Thirty years of functioning, generating experience and improvement allowed us to create a modern educational offer, supplemented annually with the latest scientific research in the field of knowledge used in management sciences. It is a degree that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character are closely related to the mission and strategy of the Krakow University of Economics (KUE). The concept of education in Management is in line with the formal requirements related to higher education in Poland and is based on the University Quality Assurance System (Polish acronym: USZJK), through which the KUE implements the Education Quality Policy. The concept of education results from the main directions of scientific research conducted by the Departments at the Institute of Management. These are the Departments exercising substantive care over the degree: Department of Management Process, Department of Organisation and Management Methods, Department of Labour Resource Management, Department of Organisational Behaviour, Department of Economics and Organisation of Enterprises, Department of Trade and Market Institutions. The research area of these Departments is related to the improvement of the management process in organisations, analysing current methodological problems in the area of organisation management, human resource management, as well as management of intangible resources of organisations. The research areas of research interest of the Institute's researchers concern enterprise science, financial management and controlling of the enterprise along with innovation management and the process of technology transfer, as well as the development of trade and innovation in this sector.

The current curriculum is focused on the broad development of hard and soft skills. This is due to the requirements of economic practice for graduates of the faculty and the growing importance of social competences in the management of intangible resources of the organisation. Students can participate in remote cooperation projects, during which they work remotely on a selected problem in management in cooperation with students from foreign universities, m.in from India, Brazil, Japan and Australia. Such cooperation is a good opportunity to develop language skills and social competences in the field of interpersonal relations.

The Management programme has become a starting point for the development of a wide educational offer. The expansion of this offer was possible thanks to the feedback received from students, as well as on the basis of this information that was received in direct and indirect

interactions from external stakeholders. The Management degree implemented by the Institute of Management gives graduates the opportunity to obtain a wide range of hard and soft competences that allow them to occupy managerial positions in various types of organisations that are important from the point of view of management. Many graduates and academics of KUE have held and continue to occupy various managerial positions in the sector of state and private enterprises.

First-cycle studies allow students to obtain in-depth knowledge in management, economics and finance necessary for the functioning of modern economic and administrative organisations. The student obtains a comprehensive palette of competences necessary for the implementation of the process of managing various types of resources and performing managerial and staff functions not only in enterprises, administrative and financial institutions, but also for running a business. The knowledge obtained in Management enables professional preparation in the field of organizing and improving work processes. A wide range of subjects in the area of economics, enterprise science, organisation management, logistics, marketing, IT, law, finance and accounting provides knowledge about the specificity and complexity of processes taking place in business and public administration. Studies allow you to develop the ability to use a foreign language in the area of business, which translates into the opportunity to work in international organisations or abroad. In addition to general knowledge, the student has the opportunity to obtain specialized professional competences on one of the six specialties offered. As part of their studies, students acquire specific soft skills that strengthen human capital. Their assimilation enables adequate response from different groups of customers in both the public and private sectors.

The employees of the Institute of Management base the knowledge provided to students on reliable and currently conducted scientific research on a nationwide and international scale. The problems undertaken in the research are reflected in the curriculum and the offer of specialisations and in learning outcomes that are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational application programs for the management of organisations. The results of the conducted scientific research are reflected in the knowledge transferred, which is used in the education process to build the skills necessary for the practical management of various types of organisations and to shape the social competences of students. Soft skills are an important resource for shaping human capital; enable effective communication with various types of clients and shape sensitivity to the interests of people with special needs, as provided for in the Act of July 2019. The distinguishing features of the concept of education in Management, testifying to its specificity, are:

- obtaining knowledge about the functioning of micro, small and medium-sized enterprises in a market economy, large economic and administrative institutions, companies from the high technology sector, consulting companies and international enterprises;
- specialist preparation in running own business;
- specialist preparation in improving the organisation of work processes, analysis and design of management systems and organisational consulting;
- acquisition of knowledge in management of the organisation's resources, including human resources and intangible resources;
- obtaining knowledge about human behaviour in organisations and information and communication processes taking place in organisations.

In addition, the concept of education in Management is distinguished by:

- involving students in conducting scientific research and providing them with the opportunity to present research results during national and international scientific conferences.
- functioning at the Departments of the Institute of Management of many Scientific Clubs;
- interdisciplinary nature of education, taking into account the results of scientific research from such disciplines as: management and quality sciences, economics and finance, mathematics, legal sciences, sociological sciences, computer science and linguistics, which in turn gives knowledge about the essence and complexity of processes taking place in business activity and strengthens the skills of their effective diagnosis; the interdisciplinary nature of education in Management at first-cycle studies is reflected in the participation of individual scientific disciplines in the total number of ECTS credits;
- internationalisation of the education process – the programme of the course meets the educational standards implemented at foreign universities, which allows students to do part of their studies and internships abroad under the Erasmus+, CEEPUS and POWER programmes; foreigners also study in Management;
- as part of the teaching activity of the Department of Management Process, classes are carried out every year using remote cooperation with foreign universities: FORE School of Management from New Delhi – India, Tasmanian School of Business and Economics UTAS – Australia, Institut Supérieur des Etudes Technologiques de Béja – Tunisia, Nagasaki University Faculty of Economics – Japan and São Paulo State Tech College FATEC – Brazil;
- lecturers from abroad staying at KUE conduct classes with students of Management;
- use of innovative methods by academic teachers in order to implement the content of education, including problem methods, methods activating students in the process of independent

learning and methods based on information and communication technology tools (e.g. playing managerial roles, simulation decision games, business war game, Oxford debate, Socratic discussion, inverted classroom method, design thinking, elements of gamification, case study method; educational films, digital tools, e.g. kahoot, e-learning tools on Moodle, Zoom, MS Teams, Clik Meeting); these methods allow for an interesting way of achieving the objectives of education and lead to the effective achievement of learning outcomes; this approach also effectively develops students' information competences, which are crucial for their effective functioning in society and on the labour market;

- shaping the competences of practical use of the acquired knowledge, which is reflected in the implementation of practical forms of conducting classes (projects, workshops, guest lectures of business practitioners) and organizing professional internships.

On the Management programme, students have the opportunity to engage in scientific activities through: activity in Scientific Clubs, participation in conferences and seminars, participation in research work, assistance in the preparation of publications. Students of Management are engaged in conducting scientific research in the Departments. This is evidenced by the participation of students of the IDEA Scientific Circle in the implementation of three research projects financed by the Marshal's Office of the Malopolska Region. These projects concern issues directly related to the concept of Management education. These projects concern the creation and development of entrepreneurial attitudes. In addition, employees of the Department of Organisational Behaviour together with students submitted an application for a grant under the "Innovation Incubator 2.0" programme to finance the project entitled "Model of designing gamification solutions aimed at improving business and educational processes".

A form of popularisation of scientific research conducted by students is active participation in conferences and seminars carried out at the University.

Students received support in the field of research activities. They have collaborated with academics on more than 30 research projects, funded both internally and ministerially (021/RID/2018/19). In addition, they carried out their own research projects and over 30 of them ended with discussions about the work and in part with research reports or conference presentations. In the analysed period, a training trip of students took place in order to learn about the structure of the enterprise and the specifics of work.

Management students had the opportunity to obtain certificates such as: PRINCE2® Foundation Certificate in Project Management, APMG International AgilePM® Foundation or CIMA Certificate in Business Accounting IPMA student, IPMA level D.

KUE Management students have the opportunity to participate in classes not included in the educational programme, i.e.: in lectures conducted by domestic and foreign lecturers visiting

the University, Rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

In full-time studies, the number of foreigners starting studies in Management increased from 2019 to 2022 from 10 to 21. This is an increase of 100% year on year. The percentage share of foreigners was about 7% in the 2019/2020 yearbook and about 15% in the 2020/2021 and 2021/2022 years. The vast majority of foreigners who started their studies continued their studies in the following years. On the other hand, in part-time studies, the number of foreigners is small.

In the years 2015-2021, foreigners from such countries as Belarus, Brazil, China, Georgia, Iraq, Kazakhstan, DR Congo, Mongolia, Russia, Slovakia, Ukraine, Uzbekistan, Vietnam studied on the Management programme.

The competences of the graduate are created through knowledge, skills and social competences in economics, enterprise science, organisation management, logistics, marketing, computer science, law, finance and accounting, as well as ethics and psychological behaviour of people in organisations. The graduate has a deeper awareness of the complexity of processes taking place in organisations, which gives him the opportunity to function efficiently within the framework of various activities carried out by organisations. Graduates of Management have skills that enable them to work in production, commercial, service and administrative organisations. The spectrum of employment opportunities reaches into the sector of knowledge-intensive companies, the most technologically and organisationally advanced, both domestic and large international corporations. They have internalized social (soft) competences that enable them to respond flexibly to the needs of different groups of customers, including people with special needs.

The adopted concept of Management education assumes the acquisition of theoretical and methodological knowledge as well as skills in conducting and managing business activity. At the first level of education, students gain advanced knowledge that allows them to analyse the socio-economic phenomena taking place. The acquired knowledge enables them to independently formulate practical and theoretical conclusions, and the acquired analytical skills enable them to practically solve problems occurring in the area of management. The acquired social competences make it possible to fulfil social obligations, co-organize activities for the benefit of the social environment, as well as to promote the social and cultural importance of responsibility for the activities undertaken in the area of management. According to the assumed learning outcomes at the second degree of studies, knowledge is deepened, which in practice translates into skills enabling in-depth knowledge of the complexity of social phenomena.

The key content of education exhibited in Management is a derivative of the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. In the case of first-cycle studies, they enable at an advanced degree to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation, they include the formation of analytical and research skills in order to update and verify this knowledge. They enable students to acquire skills and competences in the field of functioning in the contemporary social, economic and organisational reality, they are part of the currently applicable model of homo intellectualis – the model of a person permanently learning throughout his life – as a citizen and employee. On the other hand, the acquisition of social competences (the so-called soft) enables the creative creation of interpersonal relationships, which play a significant role in shaping the social. The adopted assumptions are in line with the implementation of the specific objectives of the Key Programme No. 2 of the KUE Development Strategy 2021-2024, and in particular concern the implementation of modern educational programmes that respond to the needs of modern employers and are conducive to the implementation of the strategic goal of the MA - obtaining national and international certificates and accreditation for fields of study / specialities. In addition, the programme of the course is subject to systematic modification, which is associated with the implementation of the strategic goal of the MA - organizing and improving the teaching offer.

The curriculum emphasizes the development of social competences. Paying attention to the legal, social and ethical responsibility of business and the challenges of sustainable economic development. The adopted assumption corresponds to the strategic goal of KUE, formulated as part of the Key Programme No. 2, which assumes: care for shaping the right attitudes of students and the strategic goal of the MA - shaping a partnership relationship and cooperation with students. In particular, the adopted assumptions allow to shape such attitudes of students as a sense of responsibility, work ethos and openness to the needs of other people.

The assumed concept of education in Management supports the implementation of the specific objective of the Key Programme No. 2 of the KUE Development Strategy 2021-2024 – internationalisation of education, care for a high level of language education, through constant improvement of students' language competences, due to the fact that the programme of the Management major meets the educational standards implemented at foreign universities, which allows students to complete part of their studies abroad under the Erasmus+ programme. In addition, students from abroad study on the Management degree.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning

outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

The degree Intended Learning Outcomes for the Management programme were approved by the resolution of the Senate of the Krakow University of Economics No. T.0022.12.2022, of 25.04.2022. They include 21 outcomes, 7 from each area, i.e. knowledge, skills and social competences.

Detailed data on the objectives and learning outcomes pursued in the degree are included in the Subject Cards (subject syllabi), which are available in the KUE PQF system (prk.uek.krakow.pl).

Currently, at full-time and part-time first-cycle Management, work is being carried out related to the introduction of changes in the curriculum from the academic year 2022/2023. The proposed changes are based on the opinions of students and external stakeholders who formulated their position on this matter during the Meeting of the Business Council of the College of Management and Quality Sciences in February 2022, making a critical analysis of the current Management curriculum. The proposed changes in the Management curriculum result from the need to adjust the teaching offer to the requirements of the modern labour market in the field of competences of graduates of the faculty, as evidenced by the results of research carried out as part of the University of the Future project – an innovative model of dual education at economic studies supported by research infrastructure financed by the Minister of Education and Science under the "DIALOG" programme (0054/DLG/2019/10). The main changes concern the introduction of a new specialisation psychology in management at full-time and part-time first-cycle courses, in addition, making changes to the offer of subjects, updating the content discussed in classes and adjusting the number of hours in the plan of full-time and part-time studies of the first and second degree to the current regulations set out in the Senate Resolution No. 52/2022. These changes were introduced to the study program by Senate Resolution No. T.0022.24.2022 of 30.05.2022 and will come into force for education cycles starting from October 1, 2022.

Subject cards (course syllabi), developed in accordance with the provisions of the Rector's Order No. R-0201-11/2019 of 26.04.2019 on determining the template of the subject card, synthetically present in the objectives and content of a given subject, the learning outcomes implemented (in relation to the degree intended learning outcomes (ILOs) and methods of their verification), teaching methods and tools, as well as ECTS points assigned to disciplines. Both study plans, as well as subject cards as well as degree ILOs are generally available in electronic form in the university's PRK system.

The key content of education exhibited in Management reflects the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. They enable, in the case of first-cycle studies at an advanced degree, to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation. They include the formation of analytical and research skills to update and verify this knowledge, and also enable students to acquire competences in the field of functioning in society and contemporary economic and organisational reality. They are part of the current model of homo intellectualis – the model of a person, citizen and employee who permanently learns throughout his life.

Bachelor in Management is offered at first-cycle studies in full-time and part-time mode. The undergraduate curriculum contains educational content divided into five modules, namely: directional or general subjects, specialty subjects, electives, seminar, professional practice.

The learning content provided to students is consistent with the learning outcomes, as evidenced by the implementation matrices included in the subject cards, showing, m.in, the link between the content of the education and the objectives of the subject and the learning outcomes related to the degree intended learning outcomes. Students' implementation of the assumed learning outcomes is monitored after the end of each semester of classes by filling in a questionnaire by the lecturers of the "Information of the academic teacher on achieving the assumed learning outcomes" (previously "Information of the academic teacher on achieving the assumed learning outcomes"). Since the winter semester 2016/2017, this has been done using the university's PQF system.

"Subject cards" (syllabi) are subject to constant modernisation, which is facilitated by the annual mechanism of their update and amendment of their content. The content of education is based on the latest literature, indicated in individual subject cards, including scientific, teaching and industry publications and the results of scientific research carried out by individual academic teachers conducting classes in the analysed field. It should be noted that all learning outcomes assumed as part of the teaching process are fully covered by research conducted at the Institute of Management and KUE, in the discipline of management and quality sciences and complementary disciplines. At the first-cycle studies, subjects related to scientific activities conducted at KUE (within the disciplines of management and quality science as well as economics and finance) were assigned, depending on the specialty and form of study, from 154 ECTS (specialisation in Small Business Management) to 158 ECTS (specialisation Sales Management in Production and Trade).

The subject of undergraduate seminars in Management is related to the scientific interests of the promoters. Students have a free choice of promoters of their diploma theses. They are

encouraged to decide independently on their preferred research topics in the leading discipline of management and quality science (the assignment of ECTS credits for the subject of the Diploma Seminar is 15 ECTS to the discipline of management and quality science out of 15 possible ECTS). Students have the opportunity to submit and develop their own research interests that fit into the scientific research conducted in the leading discipline.

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are published on the website of the KUE Academic Career Centre (<https://www.kariery.uek.krakow.pl>), from where, in addition to the Rector's Order No. R-0201-26/2018, you can download a model internship contract, a template for an internship report and an application form for crediting professional work as a professional practice.

The Management curriculum in the aspect of foreign languages is consistent with the provisions of Senate Resolution No. 52/2019 of 23.09.2019 on the principles of developing higher education programmes at the Krakow University of Economics (§5 point 7). The content of education in the analysed field of all specialties includes modules of classes devoted to developing communication skills in at least one foreign language, and the KUE Language Centre offers learning the following languages: English, German, French, Italian, Spanish, Russian, Chinese, Polish for foreigners. Language courses are conducted at the highest level, which is confirmed by the international EAQUALS language accreditation obtained at the turn of 2017/2018 and in 2022 for all courses conducted by the Language Centre.

The undergraduate Management degree has no division of subjects into modules. The general/core subjects, degree-specific, specialty and elective subjects are implemented. Most of the classes have a form consisting in direct contact between the teacher and students. Depending on the type and needs of classes, they are normally held in lecture halls, practice rooms, seminar rooms or computer laboratories adapted for this purpose. The dominant type of classes in on the Management degree are exercises, as a activating form, which in full-time first-cycle studies, depending on the specialty, account for from 53% in the specialty Sales Management in production and trade to 58.1% in the specialty of Small Business Management, and in part-time studies – from 51.1% to 57.4% in the same specialties.

Some of the subjects are carried out in the form of distance learning – the so-called e-learning classes. E-classes are of an auxiliary nature – according to indications, as a method of education, depending on the degree, form and specialty of studies in the field of Management, from 22.22% to 35.14% of all classes and are used in from 4 to 13 subjects. Their size is in accordance with §13 of the consolidated text of the Regulation of the Minister of Science and Higher Education of 27.09.2018 on studies announced by the Announcement of the Minister of Education and Science of 18.03.2021 (Journal of Laws of 2021, item 661) – "the number of ECTS credits that can be obtained as part of education using distance learning methods and techniques may not be greater than: 75% of the number of ECTS credits referred to in §3(1)(1) – in the case of general academic studies'. In addition: "In the period from the date of declaring the state of epidemic emergency or state of epidemic to the end of the semester during which this state was cancelled, classes may be conducted using distance learning methods and techniques, regardless of whether this is provided for in the study programme" (§13a point 1).

However, what distinguishes the KUE from other Polish universities is the e-class system, implemented since 2009/2010 and regulated by senate Resolution No. 14/2009 of 25.05.2009 on the adoption of the KUK strategy for the development of distance learning. The provisions regulate that e-classes are equal to the traditional form of academic classes, permanently included in the schedule of classes (§2 and chapter 5 of Annex to senate Resolution No. 14/2009 of 25.05.2009). E-classes are a transformed part of teaching hours into an online course, which becomes complementary to lectures, exercises and seminars held stationary (Blended Learning). Each of these courses undergoes an internal ex ante certification process.

The undergraduate programme offers a range of specialities for students to pursue deeper knowledge and insight:

- a) **Speciality: Cooperation in business** – allows students to master the skills of working in a multicultural group, managing inter-organisational teams, and also allows you to obtain knowledge in the field of implementation of intellectual property management strategies, professional service of key clients and building market cooperation. The distinguishing feature of the graduate of this specialisation is the ability to comprehensively approach the issues of enterprise growth and relational capital management. Graduates of the specialisation have the skills to be employed in companies in the high-tech sector (in positions related to the construction of a system of cooperation of enterprises), state and local government administration institutions of various levels and international enterprises (in the positions of advisors and management board plenipotentiaries for relations with large partners and specialists in the field of key clients).

- b) **Speciality: Logistics and Supply Chain Management** – students obtain knowledge and skills of operational logistics management, familiarize with the issues of organisation management and the principles of logistics activity of business entities in the field of controlling the flow of information and material resources. They also give the opportunity to explore the essence of logistics customer service in production, trade and service enterprises.
- c) **Speciality: Company Management** – students obtain managerial knowledge necessary to manage modern organisations. As part of the specialisation, students obtain a thorough preparation in the field of improving the organisation of production and administrative work processes, designing management systems, organisational consulting and management of intangible resources, as well as running their own business. They gain skills that enable them to work in various types of enterprises and institutions, consulting enterprises and their own business activity.
- d) **Speciality: Small business management** – students obtain knowledge and competence about the processes of functioning of micro, small and medium-sized enterprises. He familiarizes with all key areas of their functioning in the field of finance, accounting and taxes, cost management, sales management, labour resource management. It gives the skills to use IT tools. The student acquires practical skills in the field of starting and developing companies and independently running a business. Potential jobs are: enterprises of various sectors of the economy or own economic activity.
- e) **Speciality: Sales management in production and trade** - dedicated to those who want to become professional traders. The student gains knowledge and the ability to efficiently organize and manage sales and manage the sales team. Specialist knowledge includes knowledge of such issues as: analysis of the working capital of the enterprise, merchandising and sales techniques, e-commerce, customer service strategies, financial accounting of commercial organisations, information technology in the sales process. Potential jobs include sales and marketing departments and customer service departments.
- f) **Specialty: Knowledge and information management** - dedicated to students who want to gain knowledge and practical skills regarding methods and tools that allow for the collection and processing of knowledge in computer systems of modern organisations and its use in decision-making processes. As part of the specialisation, attention was paid to methods using logic and based on semantic networks, analysis of describing data, decision support systems and information security. Thanks to the acquired skills, graduates of the specialisation can find employment in various types of economic

and administrative organisations, as well as in the positions of servicing computer systems of the organisation.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

The University's cooperation, both at the level of Colleges as well as Institutes and Departments with institutions of the socio-economic environment, including employers, is significant and systematically developed. Employees of the above-mentioned units maintain constant contact with the social and economic environment by performing the roles of experts, consultants, business trainers, as well as the implementation of research projects (e.g. obtaining empirical data). An example is the long-term cooperation from the Department of Market Analysis and Marketing Research with the PMR Consulting & Research Agency (2014 – 2019), including workshop classes for students with the participation of representatives of the PMR Research Agency and visits to the company's headquarters, classes in the analyst community, observation of researchers' work (CATI positions).

Employees of the Departments join the series of events organized at KUE under the slogan of the so-called company academies. In addition, representatives of the three Departments mentioned above participate in seminar series organized by the Jagiellonian University.

Students of the Management major have the opportunity to participate in classes not included in the curriculum, i.e.: lectures conducted by foreign lecturers visiting the University, rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

In addition, some Management students took advantage of the opportunity to do internships abroad as part of the Erasmus+ programme. In individual academic years there were respectively: 2016/2017 – 3 people, 2017/2018 – 5 people, 2018/2019 – 5 people, 2019/2020 – 1 person and in 2020/2021 – 2 people. In the entire Institute of Management in the period 2016-2021, 96 students took part in the Erasmus+ programme. Some of them participated in foreign internships carried out as part of the World Exhibition Expo 2020 Dubai.

As part of the teaching activity of the Department of Management Process, remote cooperation projects with students from foreign universities are organized every year, consisting in the joint

implementation of programme content in management. They are attended by m.in students of Management. The main common objectives of the projects are:

- development of language skills, through communication in international teams/couples,
- development of the ability to use modern communication technologies for professional purposes,
- development of skills to work in international teams/pairs,
- increased self-confidence in an international work environment

On the Bachelor in Management, subjects are taught that focus on international issues such as Consumer on the European market and Management of the company on the international market. Employees of the College of Management and Quality Sciences conducted classes in English as part of KUE HUB project implementation module (2017-2019), the aim of which was to refer to the competences of the teaching staff of KUE.

The internationalisation of the *management* education process is directly influenced by m.in cooperation with the Office of Foreign Programmes and the Academic Career Center, which coordinate students' trips to foreign internships under the Erasmus+ and CEEPUS programs. Such trips are a chance to gain valuable professional experience in one of the countries of the European Union or an associated country. Students undergo internships in accordance with the Management major, which are counted as compulsory or optional internships and included in the student's achievements (in the form of an entry in the Diploma Supplement). The Erasmus+ and CEEPUS programmes also provide an opportunity to improve language competences. Participants take part in two online language tests (the first before departure, the second after returning from practice). They can also attend an online language course. For 7 years, graduates of management have also been taking part in the programme. ACK also coordinates trips to internships financed from the fund of the Operational Programme Knowledge Education Development (POWER).

National accreditations:

- PAC of 17.03.2016 on the programme evaluation in the field of Management conducted at the Faculty of Management at level I and II with a general academic profile issued a positive assessment of the education provided until 2021/2022.
- The Presidium of the Polish Accreditation Committee pursuant to Resolution No. 784 /2022 of the PAC Presidium of 14.09.2022 on the programme evaluation in the field of Management conducted at the Institute of Management at level I and II with a general academic profile issued a positive assessment of the education provided until 2027/2028.1

International accreditation: This is the first accreditation effort undertaken for Management.

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

An important role in improving the Management programme is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice.

During the period under review, employees of the Institute of Management submitted 23 projects for external research funding: The issues addressed in the research are reflected in the study programme and the offer of specialities on the Management programme and learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explications in organisations. The results of the research contribute to the acquisition of knowledge, which is then used in the educational process to explore it, as well as to develop the ability to apply it in the practice of managing organisations and to shape the social competences of students. The Students of management are involved in scientific research. This is evidenced, for example, by the participation of students of the IDEA Scientific Circle in the implementation of three research projects financed by the Marshal's Office of the Malopolska Region. These projects focus on issues directly related to the concept of Management education, namely the creation and development of entrepreneurial attitudes. In addition, they address contemporary issues related to gamification and its role in education and business, leading to the use of game mechanisms to modify people's behaviour.

A Diagnosis and improvement of the education programme in the field of Management is made on the basis of the results of research conducted among graduates of KUE and discussions during regular meetings with the Board of Marketing Directors and the Business Council at the College of Management and Quality Sciences. An important role in improving Management

education is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Social and Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

Contact with graduates who have completed education in the Institute is not formal but is based on individual contacts of academic teachers or members of Scientific Clubs with them. They are invited to scientific conferences, seminars during which they share their work experiences and comments on useful competences on the labour market.

The average grade according to the detailed criteria of the lecturers in the three analysed semesters is high and at the same time stable, which proves about: very good preparation of the lecturers, the use of modern teaching methods, very good organisation of classes (e.g. in terms of timeliness, setting requirements), conducting classes in a way that leads to the acquisition of new knowledge and skills and the development of social competences, transfer of knowledge in a clear and intelligible. The high grades achieved by the lecturers as part of the evaluation of classes are also contributed by their attitude based on respect for the student and readiness to provide assistance during classes, consultations or electronic contact.

On the Management degree, internships are carried out at the first degree of studies, and their completion is required to complete the 4th semester of studies (6 ECTS). Such placement of internships in the curriculum and places of their completion allows students to achieve learning outcomes that are consistent with the degree ILOs, because students undergoing the internship have completed basic courses in the field of organisation and management, human resources management and organisational behaviour and the functioning of the enterprise.

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are also published on the website of the KUE Academic Career Centre (<https://www.kariery.uek.krakow.pl>), In accordance with § 20 point 5 of the applicable Regulations, the internship takes place in a business entity or other entity chosen by the student, in the country or abroad, whose profile of activity allows the trainee to achieve the assumed learning outcomes. In addition, in a justified case, the student may apply to the supervisor of the internship to change its place, indicating his proposal of the business entity or

institution in which he will do the internship. In addition, the student can take advantage of the student internship offer, presented in the electronic database, made available by the KUE Academic Career Centre.

Substantive supervision over the internships carried out by students as part of the Management degree is exercised by internship supervisors (i.e. academic teachers appointed by the Director of the Institute) and representatives of entities in which internships are carried out, on the basis of an agreement with the University. Information on the appointed tutors of internships for a given academic year is made available at the beginning of each academic year (it is published on the Institute's website).

The supervisors of internships are scientific and academic employees with a doctoral degree, having many years of experience at the university. Therefore, they have appropriate and critical competences and experience in this area. This is important because they watch over the correct selection of the place and course of practice. In accordance with §20 points 1-4 of the KUE Regulations of Studies, the practice should correspond to the nature of the degree and meet the objectives referred to in the study regulations, the curriculum and the "subject card" (syllabus). Internship supervisors have the opportunity to agree on an internship programme with a person indicated by the Organizer so that the programme meets the above conditions. The Department of the practice supervisor is obliged to keep a register of internship contracts (§3 point 6 of the Rector's Order R-0201-26/2018).

Internships carried out by students as part of the Management degree begin with the student submitting a proposal for a selected place of internship to the supervisor of the internship. After accepting the place of internship, a contract is concluded, which is of a tripartite nature: it is signed by the student – apprentice, organizer of internships and by a representative of the University, which is the Head of the Department, in which the Internship Supervisor is employed. Completion of internships takes place on the basis of a practice report, prepared on the basis of an internship contract, after completing the internship, containing the scope of information regarding the tasks carried out by the student during the internship, acquired knowledge and experience, which is confirmed by a representative of the unit that is the organizer of the internship. Then, after reading the practice report, the internship supervisor during the conversation with the student (apprentice) gets acquainted with the current state of the student's knowledge in the field of activities described in the practice report and verifies the scope of achieving the objectives of the subject and the learning outcomes obtained, comparing them to degree outcomes of learning outcomes obtained during professional internships is carried out twice - at the level of the university and the employer. Acceptance of the completed internship report is the basis for the credit, registered by the Supervisor of internships in the

USOS system – in Table below there is a list of companies in which students of management took part in internships.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

Achieving a relatively high level of intended learning outcomes was largely related to the factors supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturers' own choice, which may also indicate that academic teachers to a large extent attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the Moodle e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees). Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from participation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the

quality of education was also the connection between the subject of classes and business practice.

The assessment of lecturers conducting classes takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 16 visits were carried out in the academic year 2018/2019, 8 visits in 2019/2020 and 15 visits in 2021/2022. As mentioned earlier, employees are positively assessed by students. In the case of employees who obtained a score below 3.5, the director of the Institute in the presence of their immediate supervisor undertook interviews with employees in order to diagnose the problem and take motivational measures.

Monitoring of the methods of implementation and quality of classes as well as the achieved learning outcomes is carried out by students as well as by the Heads of Departments. Students assess the quality of the classes in which they participate every semester. The student opinion summaries developed by the Centre for quality of Education are forwarded to the Director of the Institute, the Heads of Departments and the evaluated staff. They are the basis for improving the education process and taking actions aimed at eliminating reservations regarding the classes and improving their quality. Emerging teaching problems on the Management degree are the subject of discussion at the meetings of the Departments exercising substantive care over it. The leadership of the Institute at the meetings of the Institute Council presents the results of the best 10 employees of the Institute divided into positions held: assistant, assistant professor, professor and presents the ranking of the 10 best Departments of the Institute, as well as the place of the Institute in the ranking of University Institutes. He also conducts interviews with the least rated employees, offering them participation in trainings and courses improving the teaching workshop. The assessment of the quality of education is also carried out by the Institute Team for the Quality of Education, which consists of 11 academic teachers and 1 student. The tasks of the team include: giving opinions on the creation of new fields of study and specialities, giving opinions on proposed changes in learning outcomes, in the study plans in the fields offered at the Institute of Management, auditing diploma theses, recommending

activities in the field of improving the quality of education in the fields of study at the Institute of Management.

The review of the Management programme is also initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences of KUE and by the Departments exercising substantive care over the degree. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for the Management degree, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the Management degree. The most important issues taken into account in the review of the curriculum include:

- timeliness of learning outcomes;
- meeting the requirements of the current study plan;
- correctness of the ECTS credit system;
- the possibility of using the latest domestic and foreign models;
- adequacy of the qualifications of academic teachers (including in teaching development) to the content carried out in their subjects;
- results of students' opinions on the quality of classes;
- results of class visitations carried out by the Heads of Departments.

Management (Master)

Studies in the field of Management are conducted both at the bachelor's (first degree) and master's (second degree) levels and include primarily knowledge and skills included in the canon of education in the field of management and economics and subdisciplines related to the functioning of enterprises. In addition, they contain a wide range of social issues necessary for creative and effective solving of practical problems regarding the functioning of enterprises in the conditions of a changing environment. Studies at the first and second degree differ in the number of semesters, the curriculum, as well as the type of specialties offered.

Admission to full-time and part-time second-cycle studies takes place on the basis of the average grade (applies to graduates of the first degree of UEK studies) or the entrance exam. The exam covers students' knowledge and skills in issues related to organisation and management, organisation and management methods, human resource management and project management.

Studies are conducted in a full-time and part-time system. Classes for full-time students are organized on weekdays. Participants of part-time studies take classes on weekends (on Fridays from 15.45 and on Saturdays and Sundays). Their program is the same as in full-time studies, only for individual subjects there are fewer contact hours (these classes should be supplemented by independent work of students). Subjects delivered in both systems have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

The entire degree in full-time and part-time mode is taught in Polish.

In the field of Management, the following specialities are conducted at second-cycle studies - Master's studies (for the reference 2021-22 intake):

- Logistics and supply chain management;
- Company management;
- Small business management;
- Sales management in production and trade;
- Management of intangible assets.

The Management degree has the longest tradition among the programmes offered at the Institute of Management. It was launched with the establishment of the Faculty of Management of the then University of Economics in 1992. Thirty years of functioning, generating experience and improvement allowed us to create a modern educational offer, supplemented annually with the latest scientific research in the field of knowledge used in management sciences. It is a degree that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character are closely related to the mission and strategy of the Krakow University of Economics (KUE). The concept of education in the field of Management is in line with the formal requirements related to higher education in Poland and is based on the University Quality Assurance System (Polish acronym: USZJK), through which the KUE implements the Education Quality Policy. The concept of education results from the main directions of scientific research conducted by the Departments at the Institute of Management. These are the Departments exercising substantive care over the degree: Department of Management Process, Department of Organisation and Management Methods, Department of Labour Resource Management, Department of Organisational Behaviour, Department of Economics and Organisation of Enterprises, Department of Trade and Market Institutions. The research area of these Departments is related to the improvement of the management process in organisations, analysing current methodological problems in the area of organisation management, human resource management, as well as management of intangible resources of organisations. The research areas of research interest of the Institute's researchers concern

enterprise science, financial management and controlling of the enterprise along with innovation management and the process of technology transfer, as well as the development of trade and innovation in this sector.

The current curriculum is focused on the broad development of hard and soft skills. This is due to the requirements of economic practice for graduates of the faculty and the growing importance of social competences in the management of intangible resources of the organisation. Students can participate in remote cooperation projects, during which they work remotely on a selected problem in the field of management in cooperation with students from foreign universities, including from India, Brazil, Japan and Australia. Such cooperation is a good opportunity to develop language skills and social competences in the field of interpersonal relations.

The Management programme has become a starting point for the development of the educational offer in the field of management. The expansion of this offer was possible thanks to the feedback received from students, as well as on the basis of this information that was received in direct and indirect interactions from external stakeholders. The Management degree implemented by the Institute of Management gives graduates the opportunity to obtain a wide range of hard and soft competences that allow them to occupy managerial positions in various types of organisations that are important from the point of view of management. Many graduates and academics of KUE have held and continue to occupy various managerial positions in the sector of state and private enterprises.

First-cycle studies allow students to obtain in-depth knowledge in the field of management, economics and finance necessary for the functioning of modern economic and administrative organisations. The student obtains a comprehensive palette of competences necessary for the implementation of the process of managing various types of resources and performing managerial and staff functions not only in enterprises, administrative and financial institutions, but also for running a business. The knowledge obtained in the field of Management enables professional preparation in the field of organizing and improving work processes. A wide range of subjects in the area of economics, enterprise science, organisation management, logistics, marketing, IT, law, finance and accounting provides knowledge about the specificity and complexity of processes taking place in business and public administration. Studies allow you to develop the ability to use a foreign language in the area of business, which translates into the opportunity to work in international organisations or abroad. In addition to general knowledge, the student has the opportunity to obtain specialized professional competences on one of the six specialties offered. As part of their studies, students acquire specific soft skills that strengthen human capital. Their assimilation enables adequate response from different groups of customers in both the public and private sectors.

The employees of the Institute of Management base the knowledge provided to students on reliable and currently conducted scientific research on a nationwide and international scale. The problems undertaken in the research are reflected in the curriculum and the offer of specialisations and in learning outcomes that are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational application programs for the management of organisations. The results of the conducted scientific research are reflected in the knowledge transferred, which is used in the education process to build the skills necessary for the practical management of various types of organisations and to shape the social competences of students. Soft skills are an important resource for shaping human capital; enable effective communication with various types of clients and shape sensitivity to the interests of people with special needs, as provided for in the Act of July 2019.

In the field of Management, students have the opportunity to engage in scientific activities through: activity in Scientific Clubs, participation in conferences and seminars, participation in research work, assistance in the preparation of publications. Students of Management are engaged in conducting scientific research in the Departments. This is evidenced by the participation of students of the IDEA Scientific Circle in the implementation of three research projects financed by the Marshal's Office of the Malopolska Region. These projects concern issues directly related to the concept of education in the field of Management. These projects concern the creation and development of entrepreneurial attitudes. In addition, employees of the Department of Organisational Behaviour together with students submitted an application for a grant under the "Innovation Incubator 2.0" program to finance the project entitled "Model of designing gamification solutions aimed at improving business and educational processes".

A form of popularisation of scientific research conducted by students is active participation in conferences and seminars carried out at the University, in particular in the Conference of the College of Management and Quality Sciences ("Knowledge-Economy-Society" 2016 – 2021; <https://cfm.uek.krakow.pl/>). Students, in the field of Management, prepare posters and scientific articles. In order to present these achievements, a separate part of the conference is organized in the form of a one-day student session.

Students of Management also received support in the field of research activities. They have collaborated with academics on more than 30 research projects, funded both internally and ministerially (021/RID/2018/19). In addition, they carried out their own research projects – over 30 of them ended with discussions about the work and, in part, with research reports and conference presentations.

KUE Management students have the opportunity to participate in classes not included in the educational program, i.e.: in lectures conducted by domestic and foreign lecturers visiting the

University, Rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

The competences of the graduate are created through knowledge, skills and social competences in the field of economics, enterprise science, organisation management, logistics, marketing, computer science, law, finance and accounting, as well as ethics and psychological behaviour of people in organisations. The graduate has a deeper awareness of the complexity of processes taking place in organisations, which gives him the opportunity to function efficiently within the framework of various activities carried out by organisations. Graduates of Management have skills that enable them to work in production, commercial, service and administrative organisations. The spectrum of employment opportunities reaches into the sector of knowledge-intensive companies, the most technologically and organisationally advanced, both domestic and large international corporations. They have internalized social (soft) competences that enable them to respond flexibly to the needs of different groups of customers, including people with special needs.

The adopted concept of education in the field of Management assumes the acquisition of theoretical and methodological knowledge as well as skills in the field of conducting and managing business activity. At the first level of education, students gain advanced knowledge that allows them to analyse the socio-economic phenomena taking place. The acquired knowledge enables them to independently formulate practical and theoretical conclusions, and the acquired analytical skills enable them to practically solve problems occurring in the area of management. The acquired social competences make it possible to fulfil social obligations, co-organize activities for the benefit of the social environment, as well as to promote the social and cultural importance of responsibility for the activities undertaken in the area of management. According to the assumed learning outcomes at the second degree of studies, knowledge is deepened, which in practice translates into skills enabling in-depth knowledge of the complexity of social phenomena.

Second-cycle studies last 4 semesters and end with the defence of the master's thesis, and the graduate obtains a master's degree. Second-cycle studies prepare you to undertake learning at the Doctoral School.

The key content of education exhibited in the field of Management is a derivative of the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. In the case of first-cycle studies, they enable at an advanced degree to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation, they include the formation of analytical and research skills in

order to update and verify this knowledge. They enable students to acquire skills and competences in the field of functioning in the contemporary social, economic and organisational reality, they are part of the currently applicable model of homo intellectualis – the model of a person permanently learning throughout his life – as a citizen and employee. On the other hand, the acquisition of social competences (the so-called soft) enables the creative creation of interpersonal relationships, which play a significant role in shaping the social capital of the enterprise.

The adopted assumptions are in line with the implementation of the specific objectives of the Key Programme No. 2 of the KUE Development Strategy 2021-2024, and in particular concern the implementation of modern educational programs that respond to the needs of modern employers and are conducive to the implementation of the strategic goal of the MA - obtaining national and international certificates and accreditation for fields of study / specialities. In addition, the program

of the course is subject to systematic modification, which is associated with the implementation of the strategic goal of the MA - organizing and improving the teaching offer.

The curriculum emphasizes the development of social competences. Paying attention to the legal, social and ethical responsibility of business and the challenges of sustainable economic development. The adopted assumption corresponds to the strategic goal of KUE, formulated as part of the Key Programme No. 2, which assumes: care for shaping the right attitudes of students and the strategic goal of the MA - shaping a partnership relationship and cooperation with students. In particular, the adopted assumptions allow to shape such attitudes of students as a sense of responsibility, work ethos and openness to the needs of other people.

The assumed concept of education in the field of Management supports the implementation of the specific objective of the Key Program No. 2 of the KUE Development Strategy 2021-2024 – internationalisation of education, care for a high level of language education, through constant improvement of students' language competences, due to the fact that the program of the Management major meets the educational standards implemented at foreign universities, which allows students to complete part of their studies abroad under the Erasmus+ program. In addition, students from abroad study in the field of Management.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

The degree Intended Learning Outcomes for the Management programme were approved by the resolution of the Senate of the Krakow University of Economics No. T.0022.12.2022, of 25.04.2022. They include 21 outcomes, 7 from each area, i.e. knowledge, skills and social competences.

Detailed data on the objectives and learning outcomes pursued in the course of studies in the field of study are included in the Subject Cards, which are available in the prk.uek.krakow.pl system.

Currently, at full-time and part-time first-cycle Management, work is being carried out related to the introduction of changes in the curriculum from the academic year 2022/2023. The proposed changes are based on the opinions of students and external stakeholders who formulated their position on this matter during the Meeting of the Business Council of the College of Management and Quality Sciences in February 2022, making a critical analysis of the current Management curriculum.

The proposed changes in the Management curriculum result from the need to adjust the teaching offer to the requirements of the modern labour market in the field of competences of graduates of the faculty, as evidenced by the results of research carried out as part of the University of the Future project – an innovative model of dual education at economic studies supported by research infrastructure financed by the Minister of Education and Science under the "DIALOG" programme (0054/DLG/2019/10). The main changes concern the introduction of a new specialisation psychology in management at full-time and part-time first-cycle courses, in addition, making changes to the offer of subjects, updating the content discussed in classes and adjusting the number of hours in the plan of full-time and part-time studies of the first and second degree to the current regulations set out in the Senate Resolution No. 52/2022. These changes were introduced to the curriculum by Senate Resolution No. T.0022.24.2022 of 30.05.2022 and will come into force for education cycles starting from October 1, 2022.

Subject cards (course syllabi), developed in accordance with the provisions of the Rector's Order No. R-0201-11/2019 of 26.04.2019 on determining the template of the subject card, synthetically present the objectives and content of a given subject, the learning outcomes implemented (in relation to the degree intended learning outcomes (ILOs) and methods of their verification), teaching methods and tools, as well as ECTS points assigned to disciplines. Both study plans, as well as subject cards as well as degree ILOs are generally available in electronic form in the university's PRK system.

The key content of education exhibited in the field of Management reflects the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at the KUE. They enable, in the case of first-cycle studies at an advanced degree, to acquire

contemporary knowledge about the social and economic environment, the functioning of the market and organisation. They include the formation of analytical and research skills to update and verify this knowledge, and also enable students to acquire competences in the field of functioning in society and contemporary economic and organisational reality. They are part of the current model of homo intellectualis – the model of a person, citizen and employee who permanently learns throughout his life.

Education in the field of Management is offered at first-cycle studies in full-time and part-time mode. The undergraduate program contains educational content divided into five modules, namely: core or general subjects, speciality subjects, electives, seminar, professional practice.

The learning content provided to students is consistent with the learning outcomes, as evidenced by the implementation matrices included in the subject cards, showing the link between the content of the education and the objectives of the subject and the learning outcomes related to the degree intended learning outcomes. Students' implementation of the assumed learning outcomes is monitored after the end of each semester of classes by filling in a questionnaire by the lecturers of the "Information of the academic teacher on achieving the assumed learning outcomes" (previously "Information of the academic teacher on achieving the assumed learning outcomes"). Since the winter semester 2016/2017, this has been done using the university's PQF system.

Item cards are subject to constant modernisation, which is facilitated by the annual mechanism of their update and amendment of their content. The content of education is based on the latest literature, indicated in individual subject cards, including scientific, teaching and industry publications and the results of scientific research carried out by individual academic teachers conducting classes in the analysed field. It should be noted that all learning outcomes assumed as part of the teaching process are fully covered by research conducted at the Institute of Management and the KUE, in the discipline of management and quality sciences and complementary disciplines.

The subject of Master thesis seminars in the field of Management is related to the scientific interests of the promoters. Students have a free choice of promoters of their diploma theses. They are encouraged to decide independently on their preferred research topics in the leading discipline of management and quality science (the assignment of ECTS credits for the subject of the Diploma Seminar is 15 ECTS to the discipline of management and quality science out of 15 possible ECTS). Students have the opportunity to submit and develop their own research interests that fit into the scientific research conducted in the leading discipline.

The general rules for student internships are set out in § 20 of the Regulations of Higher Education at the KUE constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of

13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are published on the website of the KUE Academic Career Center (<https://www.kariery.uek.krakow.pl>), from where, in addition to the Rector's Order No. R-0201-26/2018, you can download a model internship contract, a template for an internship report and an application form for crediting professional work as a professional practice.

The Management curriculum in the aspect of foreign languages is consistent with the provisions of Senate Resolution No. 52/2019 of 23.09.2019 on the principles of developing higher education programs at the Krakow University of Economics (§5 point 7). The content of education in the analysed field of all specialties includes modules of classes devoted to developing communication skills in at least one foreign language, and the KUE Language Center offers learning the following languages: English, German, French, Italian, Spanish, Russian, Chinese, Polish for foreigners. Language courses are conducted at the highest level, which is confirmed by the international EAQUALS language accreditation obtained at the turn of 2017/2018 and in 2022 for all courses conducted by the Language Center.

The undergraduate Management degree has no division of subjects into modules. Most of the classes in the field of Management have a form consisting in direct contact between the teacher and students. Depending on the type and needs of classes, they are normally held in lecture halls, practice rooms, seminar rooms or computer laboratories adapted for this purpose. The dominant type of classes in the field of Management are exercises, as a form intended to activate, which in full-time second-cycle studies cover from 42.8% in the speciality of Intangible Asset Management to 52.8% in the specialisation of Company Management, and in part-time studies – from 43% to 52% in the same specialties.

Some of the subjects are carried out in the form of distance learning – the so-called e-learning classes. E-classes are of an auxiliary nature – according to indications, as a method of education, depending on the degree, form and speciality of studies in the field of Management, from 22.22% to 35.14% of all classes and are used in from 4 to 13 subjects. Their size is in accordance with §13 of the consolidated text of the Regulation of the Minister of Science and Higher Education of 27.09.2018 on studies announced by the Announcement of the Minister of Education and Science of 18.03.2021 (Journal of Laws of 2021, item 661) – "the number of ECTS credits that can be obtained as part of education using distance learning methods and techniques may not be greater than: 75% of the number of ECTS credits referred to in §3(1)(1) – in the case of general academic studies'. In addition: "In the period from the date of declaring

the state of epidemic emergency or state of epidemic to the end of the semester during which this state was cancelled, classes at studies may be conducted using distance learning methods and techniques, regardless of whether this is provided for in the study programme" (§13a point 1).

However, what distinguishes the KUE from other Polish universities is the professional e-classes system, implemented since 2009/2010 and regulated by KUE Senate Resolution No. 14/2009 of 25.05.2009 on the adoption of the CUC strategy for the development of distance learning. The provisions regulate that e-classes are equal to the traditional form of academic classes, permanently included in the schedule of classes (§2 and chapter 5 of Annex to senate Resolution No. 14/2009 of 25.05.2009). E-classes are a transformed part of teaching hours into an online course, which becomes complementary to lectures, exercises and seminars held stationary (Blended Learning). Each of these courses undergoes an internal ex ante certification process.

The Master programme offers a six specialities for students to pursue deeper knowledge and insight:

Logistics and supply chain management – active forms of learning are promoted on the speciality – thorough and useful knowledge is combined with practice (seminars, case studies, field games). The lecturers have extensive professional experience, and teaching is carried out in cooperation with companies (guest lectures and workshops). It is possible to write a master's thesis on the basis of internships in companies. Graduates of the specialisation will be able to occupy managerial and specialist positions in production, service, commercial or forwarding companies and work as a specialist for: warehouse management, transport and forwarding, purchasing / production, distribution center management, e-commerce.

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Company management – a wide range of issues related to the functioning of medium and large enterprises, including in particular IT support for activities, problems related to reducing the negative impact of work on humans, consulting, management problems arising with the development of the enterprise, such corporate supervision and the use of managerial contracts. Unique subjects that reflect the problems arising with the development of enterprises,

such as humanisation of work – related to the negative impact of working conditions on man, Management contracts (including managerial contracts) – related to ownership separation and management, Corporate supervision – related to monitoring the functioning of complex organisations, Consulting in management – related to management support by external specialists.

Small business management - focuses on providing students with in-depth knowledge covering issues related to particular areas of business operation, with particular emphasis on micro, small and medium-sized enterprises (MSMEs) along with gaining practical skills in managing modern business entities. The studies allow you to acquire specialized competences relating to such diverse conditions of management of modern enterprises, taking into account the ability to assess efficiency and finance investments, draw up business plans, obtain and settle external funds. They shape skills in the use of modern management tools and instruments, as well as the acquisition of specialist knowledge relating to the specifics of the functioning of small business.

Sales management in production and trade - guarantees the acquisition of specialized knowledge in the field of marketing, logistics, marketing research, negotiations, law and the application of computer science in trade. The specialisation was created in response to the growing demand for sales management specialists from companies, responds to the change in the preferences of the education profile on the labour market. Academics conducting classes have constant contact with practice, have access to modern sales management programs, know what a potential employer expects.

Intangible Asset Management – provides knowledge in the field of modern models of organisation and concepts aimed at the management of intangible resources. This speciality prepares service experts working mainly for various economic organisations and administrative institutions and consulting companies. The specialisation program guarantees the acquisition of comprehensive knowledge in the field of the functioning of organisations in the conditions of the knowledge-based economy, management of intellectual capital, formation and development of relational, structural and organisational capital, as well as management of professionals.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

The University's cooperation, both at the level of Colleges as well as Institutes and Chairs with institutions of the socio-economic environment, including employers, is significant and systematically developed. Employees of the above-mentioned units maintain constant contact with the social and economic environment by acting as members of supervisory boards, experts, consultants, business trainers, as well as the implementation of research projects (e.g. obtaining empirical data). Certainly, this is of key importance in shaping the concept of education and adapting its effects to the current needs of the labour market.

In addition, at individual departments, operating within the Management degree, student internship supervisors are appointed, who supervise the proper course and formal side of the implementation of internships in various types of market institutions.

An important role in improving the Management curriculum is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice. Due to the constant changes in the labour market, there is also a lack of hard competences, such as: project management, data science, i.e. not only the ability to analyse, but also the ability to analyse large databases, statistics, build models on the basis of which indicators can be predicted. Employers also expect experience from future graduates, which is why there is a need to organize work placements of at least three months and six months. In connection with the strengthening of cooperation between the university and the business community, a project was initiated to organize long-term apprenticeship programs, internships and scholarship programs for students in companies, as well as the opportunity for practitioners to participate in the practical education of students.

Students of the Management major have the opportunity to participate in classes not included in the educational program, i.e.: lectures conducted by foreign lecturers visiting the University, rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

In addition, some Management students took advantage of the opportunity to do internships abroad as part of the Erasmus+ program. As part of the teaching activity of the Department of

Management Process, remote cooperation projects with students from foreign universities are organized every year, consisting in the joint implementation of program content in the field of management. They are attended by students of Management.

The internationalisation of the management education process is directly influenced by cooperation with the Office of Foreign Programs and the Academic Career Center, which coordinate students' trips to foreign internships under the Erasmus+ and CEEPUS programs. Such trips are a chance to gain valuable professional experience in one of the countries of the European Union or an associated country. Students undergo internships in accordance with the Management major, which are counted as compulsory or optional internships and included in the student's achievements (in the form of an entry in the Diploma Supplement). The Erasmus+ and CEEPUS programmes also provide an opportunity to improve language competences. Participants take part in two online language tests (the first before departure, the second after returning from practice). They can also attend an online language course. For 7 years, graduates of management have also been taking part in the program. ACK also coordinates trips to internships financed from the fund of the Operational Programme Knowledge Education Development (POWER).

National Accreditations:

- PAC of 17.03.2016 on the program evaluation in the field of Management conducted at the Faculty of Management at level I and II with a general academic profile issued a positive assessment of the education provided until 2021/2022.
- The Presidium of the Polish Accreditation Committee pursuant to Resolution No. 784 /2022 of the PAC Presidium of 14.09.2022 on the program evaluation in the field of Management conducted at the Institute of Management at level I and II with a general academic profile issued a positive assessment of the education provided until 2027/2028

International accreditation: This is the first accreditation effort undertaken for Management.

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

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During the period under review, employees of the Institute of Management submitted 23 projects for external research funding: The issues addressed in the research are reflected in the curriculum and the offer of specialities in the field of Management and learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explications in organisations. The results of the research contribute to the acquisition of knowledge, which is then used in the educational process to explore it, as well as to develop the ability to apply it in the practice of managing organisations and to shape the social competences of students.

Students of management are involved in scientific research. This is evidenced, for example, by the participation of students of the IDEA Scientific Circle in the implementation of three research projects financed by the Marshal's Office of the Malopolska Region. These projects focus on issues directly related to the concept of education in the field of Management, namely the creation and development of entrepreneurial attitudes. In addition, they address contemporary issues related to gamification and its role in education and business, leading to the use of game mechanisms to modify people's behaviour.

The average grade according to the detailed criteria of the lecturers in the three analysed semesters is high and at the same time stable, which proves about: very good preparation of the lecturers, the use of modern teaching methods, very good organisation of classes (e.g. in terms of timeliness, setting requirements), conducting classes in a way that leads to the acquisition of new knowledge and skills and the development of social competences, transfer of knowledge in a clear and intelligible. The high grades achieved by the lecturers as part of the evaluation of classes are also contributed by their attitude based on respect for the student and readiness to provide assistance during classes, consultations or electronic contact.

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Students in the framework of the Master's studies are not obliged to undergo internships. However, they have the opportunity to gain professional experience through work, voluntary student internships or by participating in projects and trips abroad e.g. as part of Erasmus. Such activity on the market will contribute to the deepening of their knowledge, skills and social competences in the field of studies, as well as allow them to experience how what they learned during their studies can be used in practice. Combining theoretical knowledge with professional experience will contribute to better preparation of students for the demanding labour market. Each practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students. The average grade obtained by

full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

Achieving a relatively high level of intended learning outcomes was largely related to the factors supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturers' own choice, which may also indicate that academic teachers to a large extent attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the Moodle e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees). Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from participation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the quality of education was also the connection between the subject of classes and business practice.

Taking into account the grades obtained by students, indicating the level of achievement of learning outcomes, a slight increase in them can be observed in the academic year 2020/21, i.e. during the full lockdown, when classes and verification of learning outcomes were predominantly remote. This may indicate the use of unfair practices by students, which was eliminated in the next academic year by restoring the stationary form of credits and exams.

The assessment of lecturers conducting classes in the field of study takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching

process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 16 visits were carried out in the academic year 2018/2019, 8 visits in 2019/2020 and 15 visits in 2021/2022.

Monitoring of the methods of implementation and quality of classes as well as the achieved learning outcomes is carried out by students as well as by the Heads of Departments. Students assess the quality of the classes in which they participate every semester. The student opinion summaries developed by the Centre for quality of Education are forwarded to the Director of the Institute, the Heads of Departments and the evaluated staff. They are the basis for improving the education process and taking actions aimed at eliminating reservations regarding the classes and improving their quality. Emerging teaching problems in the field of Management are the subject of discussion at the meetings of the Departments exercising substantive care over it. The leadership of the Institute at the meetings of the Institute Council presents the results of the best 10 employees of the Institute divided into positions held: assistant, assistant professor, professor and presents the ranking of the 10 best Departments of the Institute, as well as the place of the Institute in the ranking of University Institutes. He also conducts interviews with the least rated employees, offering them participation in trainings and courses improving the teaching workshop.

The assessment of the quality of education is also carried out by the Institute Team for the Quality of Education, which consists of 11 academic teachers and 1 student. The tasks of the team include: giving opinions on the creation of new fields of study and specialities, giving opinions on proposed changes in learning outcomes, in the study plans in the fields offered at the Institute of Management, auditing diploma theses, recommending activities in the field of improving the quality of education in the fields of study at the Institute of Management.

The review of the study programme in the field of Management is also initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences of KUE and by the Departments exercising substantive care over the field of study. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for the Management degree, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the Management degree.

Modern Business Management (Bachelor)

Studies in Modern Business Management at bachelor's level (I degree) are organised only in the full-time mode, during the week days. The programme consists of 6 terms (3 years) and all the classes are conducted in English.

The programme offers a wide spectrum of knowledge and skills in economics and management with particular emphasis on the use of advanced quantitative methods.

Throughout a 3-year period, students attend a variety of courses that give them a well-rounded perspective of all aspects of the business. During the MBM bachelor's programme, students acquire skills to diagnose business problems and identify the changing needs of the business world. They learn how to manage financial and non-financial resources and how to respond in a creative way to business challenges. Additionally, throughout the MBM classes, great emphasis is put on the use of new technologies, creative teaching techniques and methods based on case studies or real-world business simulations. The MBM programme allows students to gain knowledge and skills that are essential to properly understand the challenges of the modern economy and to manage an organisation in an international environment. By working on various projects in multinational teams, students prepare themselves to work in a vibrant multicultural environment.

The programme has limited availability. Each year 65 places are to be filled (50 for home students and 15 for EU and overseas students).

The entire degree in full-time mode is taught in English.

No specialities are offered on the first-cycle programme at this time.

The bachelor's programme named Modern Business Management has been opened since the academic year 2018/2019. Its design followed the 2011-2020 mission and strategy of the university, which aimed at developing a high profile study programme recognised at national and international levels. MBM has been designed in response to an ever-changing business landscape and market needs. Due to a growing number of inward investment companies coming to the city of Krakow and to the region as well as home companies internationalising their activities, there has been an urgent need for qualified staff being able to understand modern business challenges and use advanced quantitative methods to make suitable executive decisions and communicate them in fluent business English. Practitioners from different backgrounds and sectors took part in the programme design process to ensure it corresponded to real business needs.

The aim of the bachelor's programme has been to develop practical skills to fully understand management of business operations whether products or service-oriented, large or small, retail or B2B. The study programme complies with formal requirements of the higher education in

Poland and is based on the University System of Education Quality Assurance. The educational outputs refer to the area of social sciences, more precisely the field of management and economics which is in line with the research carried out at the University. The MBM programme corresponds to the educational standards established for such degrees internationally, which enables the MBM students to study abroad within the Erasmus+ programme but also attracts students from abroad to join the programme. The aim of the MBM programme has been to enable students to gain knowledge of management and economics, and acquire practical skills in data analysis, market research, accounting or project management for them to be able to analyse current socio-economic trends, independently formulate conclusions and adequately respond to business challenges.

The MBM programme is relatively young therefore there have only been a few changes made to the programme such as the change of the course name, introduction of new methods of work or an intense use of distance learning due to Covid-19. One of the changes in lectures was the introduction of "Retailing Management" instead of "Sales Management", in order to provide students with knowledge and practical skills regarding this important service sector. Every year students could have chosen new lectures/tutorials from a wide variety of elective courses which had been designed according to market needs and taking into considerations new market trends and challenges.

After each term and/or academic year students' satisfaction is measured and educational outputs monitored to ensure the quality and adequacy of the programme in relation to the market needs. Further monitoring of student satisfaction, stakeholders' consultations, achievement of educational outputs, and alumni evaluations will enable necessary adjustments and modifications to be made in the academic year 2023/2024.

The programme has attracted many international students. Recruitment data for the academic year 2019/2020 (i.e. the last pre-pandemic recruitment process) show that foreign students accounted for 26% of the total number of students (while 74% had Polish nationality, as of 15.06.2022). In case of the recruitment for the academic year 2020/2021 (i.e. the first pandemic year), foreigners accounted for 42% of the total number of students (as of 15.06.2022). In the latest recruitment process, i.e. for the academic year 2021/2022 foreigners accounted for 26% of students. Apart from Poland, the last 3 recruitment years included students from the following countries: Ukraine, Tunisia, Italy, Iran, Vietnam, Moldavia, Yemen, Mexico and Kazakhstan.

Many of the lectures offered within MBM are attended by Erasmus exchange students. The impact of the exchange students on the classes should be regarded as very positive as it results in greater cultural diversity of the classes and the whole programme.

Throughout the programme students carry out projects in collaboration with other universities abroad (e.g. FORE School of Management from New Delhi, India). It allows them to obtain complementary knowledge but also they get used to work in multicultural teams and communicate effectively. MBM students benefit from mobility agreements. Each year some of the MBM students spend at least one semester abroad as Erasmus+ students. In the academic years 2019/2020 11 students benefited from the Erasmus+ programme, in 2020/2021 there were 7 Erasmus+ students studying at foreign universities and one who obtained a Swiss government scholarship and in 2021/2022 there were 7 Erasmus+ students going out and one benefited from another multilateral agreement.

First-cycle MBM studies allow students to obtain in-depth knowledge in the field of management, business, economics and finance necessary for the functioning of modern economic and administrative organisations. The student obtains a comprehensive palette of competences necessary for the implementation of the process of managing various types of resources and performing managerial and staff functions not only in enterprises, administrative and financial institutions, but also for running a business. The knowledge obtained in the field of modern management and business enables professional preparation in the field of organizing and improving work processes. A wide range of subjects in the area of economics, enterprise science, organisation management, logistics, marketing, IT, law, finance and accounting provides knowledge about the specificity and complexity of processes taking place in business and public administration. Studies allow to develop the ability to use a foreign language in the area of business, which translates into the opportunity to work in international organisations or abroad. In addition to general knowledge, the student has the opportunity to obtain specialised professional competences on one of the six specialties offered. As part of their studies, students acquire specific soft skills that strengthen human capital. Their assimilation enables adequate response from different groups of customers in both the public and private sectors.

The employees of the Institute of Management base the knowledge provided to students on reliable and currently conducted scientific research on a nationwide and international scale. The problems undertaken in the research are reflected in the curriculum and in learning outcomes that are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational application programs for the management of organisations. The results of the conducted scientific research are reflected in the knowledge transferred, which is used in the education process to build the skills necessary for the practical management of various types of organisations and to shape the social competences of students. Soft skills are an important resource for shaping human capital; enable effective communication with various types of clients and shape sensitivity to the interests of people with special needs, as provided for in the Act of July 2019.

Institute of Management students across all degrees have the opportunity to participate in classes not included in the educational programme, i.e.: in lectures conducted by domestic and foreign lecturers visiting the University, Rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

The number of application is systematically growing, testifying to the strength of the degree offer in a highly competitive bachelor market in Krakow and the region. Candidates respond with interest to this English-lingual offer with notable presence of foreign classmates and the incoming mobility students.

A high school graduate from Poland or abroad who is fluent in English (has passed B2 English test or has a language proficiency certificate at B2 level or more), demonstrates good communication skills, wants to obtain knowledge in various aspects of running or setting up a business operation and plans to pursue a career in the field of management and business. A candidate should be prepared to work in an international business environment, be able to build arguments and communicate them to business stakeholders. The MBM programme has limited availability. Admission requirements include:

1. For home students: Admission is based on the results of the matriculation diploma, it takes into account the results from the following subjects: English (advanced level) and a choice of: mathematics, geography or history. The grade average cannot be less than 4.0. Candidates with the highest score get submitted to the MBM programme.

2. For EU and overseas students:

Admission is based on the results of the matriculation diploma (high school diploma, International or European Baccalaureate Diploma), it takes into account the results from the following subjects: mathematics, geography or history. EU/overseas candidates have to have one of the following certificates that prove English skills:

- First Certificate in English (FCE) – A, B or C,
- Certificate in Advanced English (CAE),
- Certificate of Proficiency in English (CPE),
- Business English Certificate (BEC) Vantage – at least 'Pass',
- Business English Certificate (BEC) Higher,
- Certificate in English for International Business and Trade (CEIBT) – issued by University of Cambridge Local Examinations Syndicate and University of Cambridge ESOL Examinations;
- International English Language Testing System IELTS Academic – at least 5.5 points
- TOEFL (min. iBT: 72 pts., ITP: 543 pts., CBT: 180 pts.);

Candidates with the highest score get submitted to the MBM programme.

The MBM bachelor's students acquire unique competencies in various fields that are necessary for managing an organisation, either private or public. The graduates have multidisciplinary skills to fully understand the changing needs of various organisations as well as markets and based on their knowledge are able to make effective operational decisions. Besides, they have excellent language and social skills, can work in multicultural teams, communicate effectively and draw constructive conclusions.

After completing the bachelor's degree in MBM the graduates can find employment as junior or middle managers within modern organisations in Poland or abroad.

The adopted concept of education in the field of MBM assumes the acquisition of theoretical and methodological knowledge as well as skills in the field of conducting and managing business activity:

- providing specialised knowledge for students to become successful managers and future leaders of modern business organisations;
- meeting the needs of the local, national and international labour markets;
- shaping attitudes and behaviours in the area of corporate social responsibility and sustainable development.

At the first level of education, students gain advanced knowledge that allows them to analyse the socio-economic phenomena taking place. The acquired knowledge enables them to independently formulate practical and theoretical conclusions, and the acquired analytical skills enable them to practically solve problems occurring in the area of management and business. The acquired social competences make it possible to fulfil social obligations, co-organize activities for the benefit of the social environment, as well as to promote the social and cultural importance of responsibility for the activities undertaken in the area of management. According to the assumed learning outcomes at the second degree of studies, knowledge is deepened, which in practice translates into skills enabling in-depth knowledge of the complexity of social phenomena.

The key content of education exhibited in the field of MBM is a derivative of the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. In the case of first-cycle studies, they enable at an advanced degree to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation, they include the formation of analytical and research skills in order to update and verify this knowledge. They enable students to acquire skills and competences in the field of functioning in the contemporary social, economic and organisational reality, they

are part of the currently applicable model of homo intellectualis – the model of a person permanently learning throughout his life – as a citizen and employee. On the other hand, the acquisition of social competences (the so-called soft) enables the creative creation of interpersonal relationships, which play a significant role in shaping the social capital of the enterprise. The adopted assumptions are in line with the implementation of the specific objectives of the Key Programme No. 2 of the KUE Development Strategy 2021-2024, and in particular concern the implementation of modern educational programmes that respond to the needs of modern employers and are conducive to the implementation of the strategic goal of the MA - obtaining national and international certificates and accreditation for degrees / specialities. In addition, the programme of the course is subject to systematic modification, which is associated with the implementation of the strategic goal of the MA - organizing and improving the teaching offer.

The curriculum emphasizes the development of social competences. Paying attention to the legal, social and ethical responsibility of business and the challenges of sustainable economic development. The adopted assumption corresponds to the strategic goal of KUE, formulated as part of the Key Programme No. 2, which assumes: care for shaping the right attitudes of students and the strategic goal of the MA - shaping a partnership relationship and cooperation with students. In particular, the adopted assumptions allow to shape such attitudes of students as a sense of responsibility, work ethos and openness to the needs of other people.

The assumed concept of education on the MBM degree supports the implementation of the specific objective of the Key Programme No. 2 of the KUE Development Strategy 2021-2024 – internationalisation of education, care for a high level of language education, through constant improvement of student language competences, due to the fact that MBM meets the educational standards implemented at foreign universities, which allows students to complete part of their studies abroad under the Erasmus+ programme. In addition, students from abroad study in the field of Management.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

Detailed data on the objectives and learning outcomes pursued in the degree are included in the Subject Cards (subject syllabi), which are available in the KUE PQF system (prk.uek.krakow.pl) and are attached to this SAR as a separate file.

MBM is a degree programme that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character is closely related to the KUE mission and strategy of the university at every level of education. Classes allow students to acquire theoretical and methodological knowledge as well as skills in the management of a knowledge-based organization, which is part of the implementation of the mission of the university *Rerum cognoscere causas et valorem* and is integrated with the guidelines of the KUE Strategy, which in its objectives includes conducting scientific research aimed at expanding economic and social knowledge.

At the first level of education, students gain knowledge that allows them to analyse the socio-economic phenomena taking place, as well as to formulate conclusions independently. The curriculum for MBM is closely linked to the strategic objective of the KUE based on the education of highly qualified staff in the field of economic and social sciences. In addition, the study program emphasizes the development of social competences, paying attention to the legal, social and ethical responsibility of business and the challenges related to sustainable economic development, which corresponds to the strategic goal of the KUE, formulated as educating young people in the spirit of respect, law, patriotism, democracy and responsibility for the fate of society and the state. In addition, the study program develops the skills of using specific normative systems at an advanced level, which is part of the implementation of the KUE Strategy understood as making efforts to ensure that the cult of law and conscientious work and an atmosphere of mutual kindness prevail in the university environment. It is important to emphasize that the concept of MBM education also fits into the formal requirements related to higher education in Poland and is based on the University Education Quality Assurance System (USZJK), through which the KUE implements the Education Quality Policy Institute of Management.

The MBM course responds to the needs of the changing environment at every level of education. The content and learning outcomes are consulted on an ongoing basis with internal and external stakeholders. create extensive systems and networks of connections with graduates. And although Polish universities have traditions in this area, in recent years they have been neglected. In the MBM course, it is planned to return to these good practices, enriching them additionally with experience gained as part of international exchange programs.

MBM is a unique course in Poland, prepared with a view to educating high-class management specialists. The course provides students with the opportunity to broadly and deeply learn about economic, legal, social and cultural issues related to management and business. Compared to other degrees offered at KUE, MBM focuses on an original approach to shaping organizational success using quantitative methods that influence business decisions. In addition, the language of instruction is English, which makes it stand out from other faculties at the KUE

or other Universities in the country. The studies prepare students to make strategic and operational decisions and allow them to use the acquired knowledge, including analytical, skills and social competences in the process of influencing consumers, competitors and other stakeholders of the company. The main features that distinguish the concept of MBM education are the focus on the development of theoretical knowledge and professional, highly specialised skills while sensitizing students to social, ethical and environmental responsibility of business and building civil society. In addition, the teaching methodology of the MBM is based on interactive and innovative teaching methods, using e-learning tools and simulation games.

The leading discipline to which the MBM course is assigned is management sciences. This is clearly reflected in the key degree intended learning outcomes (ILOs) that develop knowledge and skills that allow for the identification, analysis and study of phenomena in the area of management of enterprises operating in specific social, economic and legal structures. The learning outcomes are also aimed at building a wide methodological instrumentation, methods and tools of data acquisition, allowing for advanced and in-depth studies of the socio-economic environment, which serve to increase the effectiveness and quality of management processes, both among economic and non-profit organizations. Social skills and competences are shaped with a view to supporting and developing the organization of research on economic processes and phenomena. They develop the ability to codify and formulate logical conclusions and to present and communicate the collected information at local, national and international level. The concept of MBM education also emphasizes in the area of social competences, and at the same time program content, the importance of citizenship and responsibility in the area of management and business, which is part of the contemporary discourse on the role of management and quality sciences in the context of sustainable socio-economic development. The key content reflects the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. They enable, in the case of first-cycle studies at an advanced degree, to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation. They include the formation of analytical and research skills to update and verify this knowledge, and also enable students to acquire competences in the field of functioning in society and contemporary economic and organisational reality. They are part of the current model of homo intellectualis – the model of a person, citizen and employee who permanently learns throughout his life.

The MBM curriculum includes subjects: 1) major or general, 2) elective. In addition, diploma seminars are obligatory classes. Students of first-cycle studies also have a research project (thesis) in the program. The curriculum defines the learning outcomes (referred to in the provisions on the Integrated Qualifications System), a description of the process leading to the

achievement of learning outcomes, as well as the number of ECTS credits assigned to classes. The MBM curriculum takes into account the learning outcomes in the field of knowledge, skills and social competences specific to the field of science and the scientific discipline to which it is assigned.

Part of the learning outcomes covered by the study programme may be obtained as part of classes conducted using distance learning methods and techniques using infrastructure and software ensuring synchronous and asynchronous interaction between students and lecturers – in accordance with the applicable regulations.

The learning content provided to students is consistent with the learning outcomes, as evidenced by the implementation matrices included in the subject cards (subject syllabi), showing: the link between the content of the education and the objectives of the subject and the learning outcomes related to the degree intended learning outcomes. Student implementation of the assumed learning outcomes is monitored after the end of each semester of classes by filling in a questionnaire by the lecturers of the "Information of the academic teacher on achieving the assumed learning outcomes" (previously "Information of the academic teacher on achieving the assumed learning outcomes"). Since the winter semester 2016/2017, this has been done using the university's PQF system.

"Subject cards" (subject syllabi) are subject to constant modernisation, which is facilitated by the annual mechanism of their update and amendment of their content. The content of education is based on the latest literature, indicated in individual subject cards, including scientific, teaching and industry publications and the results of scientific research carried out by individual academic teachers conducting classes in the analysed field. It should be noted that all learning outcomes assumed as part of the teaching process are fully covered by research conducted at the Institute of Management and KUE, in the discipline of management and quality sciences and complementary disciplines.

The subject of MBM undergraduate seminars is related to the scientific interests of the supervisors. Students have a free choice of promoters of their diploma theses. They are encouraged to decide independently on their preferred research topics in the leading discipline of management and quality science (the assignment of ECTS credits for the subject of the Diploma Seminar is 15 ECTS to the discipline of management and quality science out of 15 possible ECTS). Students have the opportunity to submit and develop their own research interests that fit into the scientific research conducted in the leading discipline.

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the

study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are published on the website of the KUE Academic Career Centre (<https://www.kariery.uek.krakow.pl>), from where, in addition to the Rector's Order No. R-0201-26/2018, students can download a model internship contract, a template for an internship report and an application form for crediting professional work as a professional practice.

The Management curriculum in the aspect of foreign languages is consistent with the provisions of Senate Resolution No. 52/2019 of 23.09.2019 on the principles of developing higher education programmes at the Krakow University of Economics (§5 point 7). The content of education in the analysed field of all specialties includes modules of classes devoted to developing communication skills in at least one foreign language, and the KUE Language Centre offers learning the following languages: English, German, French, Italian, Spanish, Russian, Chinese, Polish for foreigners. Language courses are conducted at the highest level, which is confirmed by the international EAQUALS language accreditation obtained at the turn of 2017/2018 and in 2022 for all courses conducted by the Language Centre.

The undergraduate MBM degree has no division of subjects into modules. The general/core subjects, degree-specific, specialty and elective subjects are implemented. Most of the classes in the field of MBM have a form consisting in direct contact between the teacher and students. Depending on the type and needs of classes, they are normally held in lecture halls, practice rooms, seminar rooms or computer laboratories adapted for this purpose.

No specialities are offered at present. Their development will be the result of student needs.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits degrees conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

KUE works in close collaboration with local institutions and other organisations at both national and international levels. Local stakeholders, especially employers, are consulted on regular basis to ensure the accuracy of the University offer.

Besides, through various activities university employees communicate and liaise with the external social and business environments. They take part in projects as experts or consultants, engage in research to collect empirical data, act as business coaches or work as professionals.

Most of university lecturers or researchers travel to take part in conferences, workshops or seminars.

As part of collaboration with local stakeholders and with the view to provide students with practical experience study visits are organised to various organisations. In the past, as part of the Retail management course, the MBM students could visit Makro Cash and Carry to deepen the knowledge of wholesale and retail management.

In the winter semester 2020/2021, as part of classes in the subject of Controlling implemented in the field of Modern Business Management, students had the opportunity to learn about the practical application of academic knowledge by guest lecturers. The classes were of a workshop nature and ended with the participants obtaining a certificate.

Collaboration with practitioners from the business world gives the MBM students wide opportunities.

Students of MBM have the opportunity to participate in classes not included in the curriculum, i.e.: lectures conducted by foreign lecturers visiting the University, rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs. 3

As part of the teaching activity in the Institute, remote cooperation projects with students from foreign universities are organized every year, consisting in the joint implementation of programme content in the field of management programmes. They are attended by students from programmes across the Institute. The main common objectives of the projects are:

- development of language skills, through communication in international teams/couples,
- development of the ability to use modern communication technologies for professional purposes,
- development of skills to work in international teams/pairs,
- increased self-confidence in an international work environment.

The remote projects were carried out through the Padlet.com platform, which allows the publication of content and the exchange of opinions between participants. Zoom and MS Teams applications were also used to conduct group video conferences. Students were able to independently choose the tools they used to communicate and work in teams/pairs. For many students, cooperation in virtual teams was a real challenge due to communication difficulties, time difference and discrepancies in the organisation of the academic year at different universities. At the same time, most of the participants decided that it was a valuable experience for them and an opportunity to get to know a completely different culture. Participation in the project

allowed to establish international contacts, gain experience in working in a multicultural environment and use the knowledge of English.

As part of Erasmus+ or other programmes, lecturers from foreign universities visit KUE and provide teaching classes or seminars for MBM students.

Neither a national nor an international accreditation has been carried out so far. This international accreditation is the first accreditation effort undertaken for MBM. Although a separate unit, the language instructors from the Language Centre contribute to the language education on the MBM degree. The high level of classes conducted by KUE Language Centre has been confirmed by granting this unit the international EAQUALS accreditation certificate (in 2018 and renewed in 2022).

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

An important role in improving the programme is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice.

During the period under review, employees of the Institute of Management submitted 23 projects for external research funding. A detailed list of research projects carried out by the Employees of the Institute of Management is provided below. Employees of the Institute also participate in the implementation of the project "Regional Initiative of Excellence" in 2019-2022 project no.: 021/RID/2018/19.

The issues addressed in the research are reflected in the study programme and learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to

formulate strategic and operational explications in organisations. The results of the research contribute to the acquisition of knowledge, which is then used in the educational process to explore it, as well as to develop the ability to apply it in the practice of managing organisations and to shape the social competences of students.

As part of the cooperation of departments supporting the teaching process in the field of MBM, a project was created to analyse the effects of education in terms of models of professional development paths and the usefulness of graduates on the labour market. Due to the fact that the faculty still has a small group of graduates, the system is at the implementation stage. Currently, a questionnaire template has been developed and piloted. The questionnaire was verified in terms of reliability and accuracy of measurement scales. For the purposes of research, an address database of graduates is successively created.

Diagnosis and improvement of the education programme in the field of MBM is made on the basis of the results of research conducted among graduates of KUE and discussions during regular meetings with and the Business Council (formerly the Convention of Representatives of the Social and Economic Environment) at the College of Management and Quality Sciences, which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

Contact with graduates who have completed education in the Institute is not formal but is based on individual contacts of academic teachers or members of Scientific Clubs with them. They are invited to scientific conferences, seminars during which they share their work experiences and comments on useful competences on the labour market.

The average grade according to the detailed criteria of the lecturers in the three analysed semesters is high and at the same time stable, which proves about: very good preparation of the lecturers, the use of modern teaching methods, very good organisation of classes (e.g. in terms of timeliness, setting requirements), conducting classes in a way that leads to the acquisition of new knowledge and skills and the development of social competences, transfer of knowledge in a clear and intelligible. The high grades achieved by the lecturers as part of the evaluation of classes are also contributed by their attitude based on respect for the student and readiness to provide assistance during classes, consultations or electronic contact.

On the MBM degree, internships are carried out at the first degree of studies, and their completion is required to complete the 4th semester of studies (6 ECTS). Such placement of internships in the curriculum and places of their completion allows students to achieve learning outcomes that are consistent with the degree ILOs, because students undergoing the internship have completed basic courses in the field of organisation and management, human resources management and organisational behaviour and the functioning of the enterprise.

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are also published on the website of the KUE Academic Career Centre (<https://www.kariery.uek.krakow.pl>), from where, in addition to the Rector's Ordinance No. R-0201-26/2018, students can download a model internship contract, a template for an internship report and an application form for crediting professional work as an internship. In accordance with § 20 point 5 of the applicable Regulations, the internship takes place in a business entity or other entity chosen by the student, in the country or abroad, whose profile of activity allows the trainee to achieve the assumed learning outcomes. In addition, in a justified case, the student may apply to the supervisor of the internship to change its place, indicating his proposal of the business entity or institution in which he will do the internship. In addition, the student can take advantage of the student internship offer, presented in the electronic database, made available by the KUE Academic Career Centre. Substantive supervision over the internships carried out by students as part of the MBM degree is exercised by internship supervisors (i.e. academic teachers appointed by the Director of the Institute) and representatives of entities in which internships are carried out, on the basis of an agreement with the University. Information on the appointed tutors of internships for a given academic year is made available at the beginning of each academic year (it is published on the Institute's website

The supervisors of internships on the MBM degree are scientific and academic employees with a doctoral degree, having many years of experience at the university. Internships carried out by students as part of the undergraduate MBM degree begin with the student submitting a proposal for a selected place of internship to the supervisor of the internship. After accepting the place of internship, a contract is concluded, which is of a tripartite nature: it is signed by the student – apprentice, organizer of internships and by a representative of the University, which is the Head of the Department, in which the Internship Supervisor is employed. Completion of internships takes place on the basis of a practice report, prepared on the basis of an internship contract, after completing the internship, containing the scope of information regarding the tasks carried out by the student during the internship, acquired knowledge and experience, which is confirmed by a representative of the unit that is the organizer of the internship.

Then, after reading the practice report, the internship supervisor during the conversation with the student (apprentice) gets acquainted with the current state of the student's knowledge in the field of activities described in the practice report and verifies the scope of achieving the objectives of the subject and the learning outcomes obtained, comparing them to degree outcomes (i.e. ZA_W03, ZA_U01, ZA_K06). Verification of learning outcomes obtained during professional internships is carried out twice - at the level of the university and the employer. Acceptance of the completed internship report is the basis for the credit.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades. Each of the subject cards contains the "matrix of subject implementation", which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Information Form of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies. The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students. The average grade obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturers' own choice, which may also indicate that academic teachers to a large extent attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the Moodle e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid

to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees). Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from participation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the quality of education was also the connection between the subject of classes and business practice. The assessment of lecturers conducting classes takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

Monitoring of the methods of implementation and quality of classes as well as the achieved learning outcomes is carried out by students as well as by the Heads of Departments. Students assess the quality of the classes in which they participate every semester. The student opinion summaries developed by the Centre for quality of Education are forwarded to the Director of the Institute, the Heads of Departments and the evaluated staff. They are the basis for improving the education process and taking actions aimed at eliminating reservations regarding the classes and improving their quality. Emerging teaching problems on the MBM degree are the subject of discussion at the meetings of the Departments exercising substantive care over it. The leadership of the Institute at the meetings of the Institute Council presents the results of the best 10 employees of the Institute divided into positions held: assistant, assistant professor, professor and presents the ranking of the 10 best Departments of the Institute, as well as the place of the Institute in the ranking of University Institutes. He also conducts interviews with the least rated employees, offering them participation in trainings and courses improving the teaching workshop.

The assessment of the quality of education is also carried out by the Institute Team for the Quality of Education, which consists of 11 academic teachers and 1 student. The tasks of the team include: giving opinions on the creation of new fields degrees and specialities, giving opinions on proposed changes in learning outcomes, in the study plans in the fields offered at the Institute of Management, auditing diploma theses, recommending activities in the field of improving the quality of at the Institute of Management.

The review of the MBM programme can also be initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences of KUE and by the Departments exercising substantive care over the degree. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of

the Institute Programme and Teaching Team for the Management degree, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the Management degree.

Modern Business Management (Master)

Studies in Modern Business Management at master's level (II degree) are organised only in the full-time mode, during the week days. The programme consists of 4 terms (2 years) and all the classes are conducted in English.

The programme offers a wide spectrum of knowledge and skills in economics and management with particular emphasis on the use of advanced quantitative methods.

The MBA Master programme offers courses with the view to deepen students' knowledge and skills enabling them to build effective business analyses and make successful executive decisions. The programme is focused on using advanced quantitative methods to help in the decision-making process within a business. It is aimed at students who want to pursue a career in the field of management and become successful business leaders. The MBM Master's students acquire in-depth knowledge in various fields that are necessary for effective management of either home or international organisations.

The programme has limited availability. Each year 27 places are to be filled (25 for home students and 2 for EU and overseas students).

The entire degree in full-time mode is taught in English.

No specialities are offered on the first-cycle programme at this time.

The bachelor's programme named Modern Business Management has been opened since the academic year 2018/2019. It has been closely related to 2011-2020 mission and strategy of the University which aimed at developing a high profile study programme recognised at national and international levels.

MBM has been designed in response to an ever-changing business landscape and market needs. Due to a growing number of inward investment companies coming to the city of Krakow and to the region as well as home companies internationalising their activities, there has been an urgent need for qualified staff being able to understand modern business challenges and use advanced quantitative methods to make suitable executive decisions and communicate them in fluent business English. Practitioners from different backgrounds and sectors took part in the programme design process to ensure it corresponded to real business needs.

Second-cycle MBM studies allow students to obtain in-depth knowledge in management, economics and finance necessary for the functioning of modern economic and administrative organisations. The student obtains a range of competences necessary for the implementation of the process of managing various types of resources and performing managerial and staff functions not only in enterprises, administrative and financial institutions, but also for running a business. The knowledge obtained in modern management and business enables professional preparation in the organising and improving work processes. A range of subjects provides knowledge about the specificity and complexity of processes taking place in business and public administration. Studies allow students to develop the ability to use a foreign language in the area of business, which translates into the opportunity to work in international organisations or abroad. In addition to general knowledge, the student has the opportunity to obtain specialized professional competences on one of the six specialties offered. As part of their studies, students acquire specific soft skills that strengthen human capital. Their assimilation enables adequate response from different groups of customers in both the public and private sectors.

The study programme complies with formal requirements of the higher education in Poland and is based on the University System of Education Quality Assurance. The educational outputs refer to the area of social sciences, more precisely the field of management and economics which is in line with the research carried out at the University. Also, the MBM programme corresponds to the educational standards set at foreign universities, which enables the MBM students to study abroad within the Erasmus+ programme but also attracts students from abroad to join the programme. The aim of the MBM programme has been to enable students to gain knowledge of management and economics, and acquire practical skills in data analysis, market research, accounting or project management for them to be able to analyse current socio-economic trends, independently formulate conclusions and adequately respond to business challenges.

The MBM programme is relatively young therefore there have only been a few changes made to the programme such as the change of the course name, introduction of new methods of work or an intense use of distance learning due to Covid-19. One of the changes was the name of the II degree programme. It changed from Quantitative Methods in Contemporary Management to Modern Business Management as continuation of the I degree MBM programme. Every year students could have chosen new lectures/tutorials from a wide variety of elective courses which had been designed according to market needs and taking into considerations new market trends and challenges.

After each term and/or academic year students' satisfaction is measured and educational outputs monitored to ensure the quality and adequacy of the programme in relation to the market

needs. Further monitoring of student satisfaction, stakeholders' consultations, achievement of educational outputs, and alumni evaluations will enable necessary adjustments and modifications to be made in the academic year 2023/2024.

The programme has attracted many international students. Recruitment data for the academic year 2019/2020 (i.e. the last pre-pandemic recruitment process) show that foreign students accounted for 26% of the total number of students (while 74% had Polish nationality, as of 15.06.2022). In case of the recruitment for the academic year 2020/2021 (i.e. the first pandemic year), foreigners accounted for 42% of the total number of students (as of 15.06.2022). In the latest recruitment process, i.e. for the academic year 2021/2022 foreigners accounted for 26% of students. Apart from Poland, the last 3 recruitment years included students from the following countries: Ukraine, Tunisia, Italy, Iran, Vietnam, Moldavia, Yemen, Mexico and Kazakhstan.

Many of the lectures offered within MBM are attended by Erasmus exchange students. The impact of the exchange students on the classes should be regarded as very positive as it results in greater cultural diversity of the classes and the whole programme.

Furthermore the contribution of the MBM programme seems vital to the Erasmus exchange programme, as 72% of the Erasmus exchange students in KUE have chosen at least one of the lectures offered within MBM (data for summer term 2021/2022) and MBM lectures account for 24% of total lectures chosen by an average Erasmus exchange student (data for summer term 2021/2022).

The data above demonstrate that MBM students have different backgrounds and experience which makes the programme even more appealing. Students can exchange knowledge as well as experience, develop intercultural competences and build their own international networks. Besides, world-class lecturers and experienced business managers are engaged in the teaching process. Some of them are involved in projects at international level and publish their work in world renown journals. Their work and experience can be considered of value to the MBM students.

Throughout the programme students carry out projects in collaboration with other universities abroad (e.g. FORE School of Management from New Delhi, India). It allows them to obtain complementary knowledge but also they get used to work in multicultural teams and communicate effectively.

MBM students benefit from mobility agreements. Each year some of the MBM students spend at least one semester abroad as Erasmus+ students. In the academic years 2019/2020 11 students benefited from the Erasmus+ programme, in 2020/2021 there were 7 Erasmus+ students studying at foreign universities and one who obtained a Swiss government scholarship

and in 2021/2022 there were 7 Erasmus+ students going out and one benefited from another multilateral agreement.

The employees of the Institute of Management base the knowledge provided to students on reliable and currently conducted scientific research on a nationwide and international scale. The problems undertaken in the research are reflected in the curriculum and the offer of specialisations and in learning outcomes that are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational application programs for the management of organisations. The results of the conducted scientific research are reflected in the knowledge transferred, which is used in the education process to build the skills necessary for the practical management of various types of organisations and to shape the social competences of students. Soft skills are an important resource for shaping human capital; enable effective communication with various types of clients and shape sensitivity to the interests of people with special needs, as provided for in the Act of July 2019.

Institute of Management students across all degrees have the opportunity to participate in classes not included in the educational programme, i.e.: in lectures conducted by domestic and foreign lecturers visiting the University, Rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

The number of application is systematically growing, confirming the strength of the degree offer in a highly competitive Master market in Krakow and the region. Candidates respond with interest to this English-lingual offer with notable presence of foreign classmates and the incoming mobility students.

A high school graduate from Poland or abroad who is fluent in English (has passed B2 English test or has a language proficiency certificate at B2 level or more), demonstrates good communication skills, wants to obtain knowledge in various aspects of running or setting up a business operation and plans to pursue a career in the field of management. A candidate should be prepared to work in an international business environment, be able to build arguments and communicate them to business stakeholders.

The MBM programme has limited availability. Admission requirements include:

1. For home students: Admission is based on the results of the matriculation diploma, it takes into account the results from the following subjects: English (advanced level) and a choice of: mathematics, geography or history. The grade average cannot be less than 4.0. Candidates with the highest score get submitted to the MBM programme.

2. For EU and overseas students:

Admission is based on the results of the matriculation diploma (high school diploma, International or European Baccalaureate Diploma), it takes into account the results from the following subjects: mathematics, geography or history. EU/overseas candidates have to have one of the following certificates that prove English skills:

- First Certificate in English (FCE) – A, B or C,
- Certificate in Advanced English (CAE),
- Certificate of Proficiency in English (CPE),
- Business English Certificate (BEC) Vantage – at least 'Pass',
- Business English Certificate (BEC) Higher,
- Certificate in English for International Business and Trade (CEIBT) – issued by University of Cambridge Local Examinations Syndicate and University of Cambridge ESOL Examinations;
- International English Language Testing System IELTS Academic – at least 5.5 points
- TOEFL (min. iBT: 72 pts., ITP: 543 pts., CBT: 180 pts.).

Candidates with the highest score get submitted to the MBM programme.

The MBM Master's students acquire in-depth knowledge in various fields and gain competences in quantitative methods that are necessary for effective management of modern business organisations.

Upon completion of the MBM Master's programme, the students have suitable skills to establish, run or grow a business in today's dynamic global settings. They fully understand the mechanisms of the organisational management. They are able to offer constructive conclusions and make business decisions based on detailed analyses.

The MBM graduates have excellent language and social competences. They are able to work either in a team or independently. They can build their own businesses or become leaders of future-focused organisations in Poland or abroad.

The objectives of the MBM programme include:

- providing specialised knowledge for students to be able to become successful managers and future leaders of modern business organisations,
- raise students' competences in qualitative methods to be able to use them in the business decision process
- meeting the needs of the local, national and international labour markets,
- shaping attitudes and behaviours in the area of corporate social responsibility and sustainable development.

Through the MBM education process, students gain understanding that allows them to analyse the socio-economic phenomena taking place. The acquired knowledge enables them to independently formulate practical and theoretical conclusions, and the acquired analytical skills enable them to practically solve problems occurring in the area of management. The acquired social competences make it possible to fulfil social obligations, co-organize activities for the benefit of the social environment, as well as to promote the social and cultural importance of responsibility for the activities undertaken in the area of management. According to the assumed learning outcomes at the second degree of studies, knowledge is deepened, which in practice translates into skills enabling in-depth knowledge of the complexity of social phenomena.

The key content of education on the MBM degree is a derivative of the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. In the case of first-cycle studies, they enable at an advanced degree to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation, they include the formation of analytical and research skills in order to update and verify this knowledge. They enable students to acquire skills and competences in functioning in the contemporary social, economic and organisational reality, they are part of the currently applicable model of homo intellectualis – the model of a person permanently learning throughout his life – as a citizen and employee. On the other hand, the acquisition of social competences (the so-called soft) enables the creative creation of interpersonal relationships, which play a significant role in shaping the social capital of the enterprise.

The adopted assumptions are in line with the implementation of the specific objectives of the Key Programme No. 2 of the KUE Development Strategy 2021-2024, and in particular concern the implementation of modern educational programmes that respond to the needs of modern employers and are conducive to the implementation of the strategic goal of the MA - obtaining national and international certificates and accreditation for degrees / specialities. In addition, the programme of the course is subject to systematic modification, which is associated with the implementation of the strategic goal of the MA - organising and improving the teaching offer.

The curriculum emphasizes the development of social competences. Paying attention to the legal, social and ethical responsibility of business and the challenges of sustainable economic development. The adopted assumption corresponds to the strategic goal of KUE, formulated as part of the Key Programme No. 2, which assumes: care for shaping the right attitudes of students and the strategic goal of the MA - shaping a partnership relationship and cooperation

with students. In particular, the adopted assumptions allow to shape such attitudes of students as a sense of responsibility, work ethos and openness to the needs of other people.

The assumed concept of education on the MBM degree supports the implementation of the specific objective of the Key Programme No. 2 of the KUE Development Strategy 2021-2024 – internationalisation of education, care for a high level of language education, through constant improvement of students' language competences, due to the fact that the programme of the Management major meets the educational standards implemented at foreign universities, which allows students to complete part of their studies abroad under the Erasmus+ programme. In addition, students from abroad study come to the MBM.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

As the degree is quite young, since its creation no significant changes have been made in the construction of the study programme.

MBM is a degree programme that is an integral part of modern thinking about economic education at the level of higher education. Its shape and character is closely related to the KUE mission and strategy of the university at every level of education. Classes allow students to acquire theoretical and methodological knowledge as well as skills in the management of a knowledge-based organisation, which is part of the implementation of the mission of the university *Rerum cognoscere causas et valorem* and is integrated with the guidelines of the KUE Strategy, which in its objectives includes conducting scientific research aimed at expanding economic and social knowledge.

At the first level of education, students gain knowledge that allows them to analyse the socio-economic phenomena taking place, as well as to formulate conclusions independently. The curriculum for MBM is closely linked to the strategic objective of the KUE based on the education of highly qualified staff in the field of economic and social sciences. In addition, the study program emphasizes the development of social competences, paying attention to the legal, social and ethical responsibility of business and the challenges related to sustainable economic development, which corresponds to the strategic goal of the KUE, formulated as educating young people in the spirit of respect, law, patriotism, democracy and responsibility for the fate of society and the state. In addition, the study program develops the skills of using specific normative systems at an advanced level (first cycle degree), which is part of the implementation of the KUE Strategy understood as making efforts to ensure that the cult of law

and conscientious work and an atmosphere of mutual kindness prevail in the university environment. It is important to emphasize that the concept of MBM education also fits into the formal requirements related to higher education in Poland and is based on the University Education Quality Assurance System (USZJK), through which the KUE implements the Education Quality Policy.

The concept of education results from the main directions of scientific research conducted at the Institute of Management. The MBM course responds to the needs of the changing environment at every level of education. The content and learning outcomes are consulted on an ongoing basis with internal and external stakeholders. create extensive systems and networks of connections with graduates. And although Polish universities have traditions in this area, in recent years they have been neglected. In the MBM course, it is planned to return to these good practices, enriching them additionally with experience gained as part of international exchange programs.

MBM is a unique degree in Poland, designed with a view to educating high-class management specialists. The course provides students with the opportunity to broadly and deeply learn about economic, legal, social and cultural issues related to management. Compared to other majors offered at UEK, MBM focuses on an original approach to shaping organisational success using quantitative methods that influence business decisions. In addition, the language of instruction is English, which makes it stand out from other faculties at the KUE or other Universities in the country. The studies prepare students to make strategic and operational decisions and allow them to use the acquired knowledge, including analytical, skills and social competences in the process of influencing consumers, competitors and other stakeholders of the company. The main features that distinguish the concept of MBM education are the focus on the development of theoretical knowledge and professional, highly specialized skills while sensitising students to social, ethical and environmental responsibility of business and building civil society. In addition, the teaching methodology of the MBM is based on interactive and innovative teaching methods, using e-learning tools and simulation games.

The leading discipline to which the MBM course is assigned is management sciences. This is clearly reflected in the key directional learning outcomes that develop knowledge and skills that allow for the identification, analysis and study of phenomena in the area of management of enterprises operating in specific social, economic and legal structures. The learning outcomes are also aimed at building a wide methodological instrumentation, methods and tools of data acquisition, allowing for advanced and in-depth studies of the socio-economic environment, which serve to increase the effectiveness and quality of management processes, both among economic and non-profit organisations. Social skills and competences are shaped with a view to supporting and developing the organisation of research on economic processes and

phenomena. They develop the ability to codify and formulate logical conclusions and to present and communicate the collected information at local, national and international level. The concept of MBM education also emphasizes in the area of social competences, and at the same time program content, the importance of citizenship and responsibility in the area of management and business, which is part of the contemporary discourse on the role of management and quality sciences in the context of sustainable socio-economic development. The key content reflects the current state of knowledge, mainly in the field of management and quality sciences, as a leading discipline, as well as economics and finance or other disciplines related to the scientific activity conducted at KUE. They enable, in the case of first-cycle studies at an advanced degree, to acquire contemporary knowledge about the social and economic environment, the functioning of the market and organisation. They include the formation of analytical and research skills to update and verify this knowledge, and also enable students to acquire competences in the field of functioning in society and contemporary economic and organisational reality. They are part of the current model of homo intellectualis – the model of a person, citizen and employee who permanently learns throughout his life.

The MBM curriculum includes subjects: 1) major or general, 2) elective. In addition, diploma seminars are obligatory classes. Students of first-cycle studies also have a research project (thesis) in the program. The curriculum defines the learning outcomes (referred to in the provisions on the Integrated Qualifications System), a description of the process leading to the achievement of learning outcomes, as well as the number of ECTS credits assigned to classes. The MBM curriculum takes into account the learning outcomes in the field of knowledge, skills and social competences specific to the field of science and the scientific discipline to which it is assigned.

Part of the learning outcomes covered by the study programme may be obtained as part of classes conducted using distance learning methods and techniques using infrastructure and software ensuring synchronous and asynchronous interaction between students and lecturers – in accordance with the applicable regulations.

The learning content provided to students is consistent with the learning outcomes, as evidenced by the implementation matrices included in the subject cards (subject syllabi), showing: the link between the content of the education and the objectives of the subject and the learning outcomes related to the degree intended learning outcomes. Student implementation of the assumed learning outcomes is monitored after the end of each semester of classes by filling in a questionnaire by the lecturers of the "Information of the academic teacher on achieving the assumed learning outcomes" (previously "Information of the academic teacher on achieving the assumed learning outcomes"). Since the winter semester 2016/2017, this has been done using the university's PQF system.

“Subject cards” (syllabi) are subject to constant modernisation, which is facilitated by the annual mechanism of their update and amendment of their content. The content of education is based on the latest literature, indicated in individual subject cards, including scientific, teaching and industry publications and the results of scientific research carried out by individual academic teachers conducting classes in the analysed field. It should be noted that all learning outcomes assumed as part of the teaching process are fully covered by research conducted at the Institute of Management and KUE, in the discipline of management and quality sciences and complementary disciplines.

The subject of MBM diploma seminars is related to the scientific interests of the promoters. Students have a free choice of promoters of their diploma theses. They are encouraged to decide independently on their preferred research topics in the leading discipline of management and quality science (the assignment of ECTS credits for the subject of the Diploma Seminar is 15 ECTS to the discipline of management and quality science out of 15 possible ECTS). Students have the opportunity to submit and develop their own research interests that fit into the scientific research conducted in the leading discipline.

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are published on the website of the KUE Academic Career Centre (<https://www.kariery.uek.krakow.pl>), from where, in addition to the Rector's Order No. R-0201-26/2018, students can download a model internship contract, a template for an internship report and an application form for crediting professional work as a professional practice.

The MBM curriculum in the aspect of foreign languages is consistent with the provisions of Senate Resolution No. 52/2019 of 23.09.2019 on the principles of developing higher education programmes at the Krakow University of Economics (§5 point 7). The content of education in the analysed field of all specialties includes modules of classes devoted to developing communication skills in at least one foreign language, and the KUE Language Centre offers learning the following languages: English, German, French, Italian, Spanish, Russian, Chinese, Polish for foreigners. Language courses are conducted at the highest level, which is confirmed by the international EAQUALS language accreditation obtained at the turn of 2017/2018 and in 2022 for all courses conducted by the Language Centre.

The Master MBM degree has no division of subjects into modules. The general/core subjects, degree-specific, specialty and elective subjects are implemented. Most of the classes in the field of MBM have a form consisting in direct contact between the teacher and students. Depending on the type and needs of classes, they are normally held in lecture halls, practice rooms, seminar rooms or computer laboratories adapted for this purpose.

No specialities are offered at present.

When developing or modifying study programmes, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the degrees conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

KUE works in close collaboration with local institutions and other organisations at both national and international levels. Local stakeholders, especially employers, are consulted on regular basis to ensure the accuracy of the University offer. Besides, through various activities university employees communicate and liaise with the external social and business environments. They take part in projects as experts or consultants, engage in research to collect empirical data, act as business coaches or work as professionals. Most of university lecturers or researchers travel to take part in conferences, workshops or seminars.

As part of collaboration with local stakeholders and with the view to provide students with practical experience study visits are organised to various organisations. Collaboration with practitioners from the business world gives the MBM students wide opportunities.

Students of MBM have the opportunity to participate in classes not included in the curriculum, i.e.: lectures conducted by foreign lecturers visiting the University, rector's lectures conducted by invited guests, also from foreign universities, lectures and lectures as part of conferences organized at the University or meetings of Scientific Clubs.

As part of the teaching activity in the Institute, remote cooperation projects with students from foreign universities are organized every year, consisting in the joint implementation of programme content across all Management degrees. They are attended by students from Institute degrees. The main common objectives of the projects are:

- development of language skills, through communication in international teams/couples,
- development of the ability to use modern communication technologies for professional purposes,
- development of skills to work in international teams/pairs,

- increased self-confidence in an international work environment.

The remote projects were carried out through the Padlet.com platform, which allows the publication of content and the exchange of opinions between participants. Zoom and MS Teams applications were also used to conduct group video conferences. Students were able to independently choose the tools they used to communicate and work in teams/pairs. For many students, cooperation in virtual teams was a real challenge due to communication difficulties, time difference and discrepancies in the organisation of the academic year at different universities. At the same time, most of the participants decided that it was a valuable experience for them and an opportunity to get to know a completely different culture. Participation in the project allowed to establish international contacts, gain experience in working in a multicultural environment and use the knowledge of English.

As part of Erasmus+ or other programmes, lecturers from foreign universities visit UEK and provide teaching classes or seminars for MBM students. One of the seminars was run by Antonella Biscione from the Catholic University of Tirana, Albania. She presented the outcomes of a research project Improving energy efficiency in the business sector in transition countries.

Neither a national nor an international accreditation has been carried out so far. This international accreditation is the first accreditation effort undertaken for MBM. Although a separate unit, the language instructors from the Language Centre contribute to the language education on the MBM degree. The high level of classes conducted by KUE Language Centre has been confirmed by granting this unit the international EAQUALS accreditation certificate (in 2018 and renewed in 2022).

Employers play an important supporting role in the development of the degree and programmes of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market. An important role in improving the programme is the Business Council operating at the College of Management and Quality Sciences (formerly the Convention of Representatives of the Socio-Economic Environment), which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders.

The results of the research discussed at one of the recent meetings of the Business Council regarding the expectations of employers in the field of competences of graduates of economic studies clearly indicate how much importance employers attach to the fact that graduates have not only hard competences, but above all soft competences, which allow a young person to work more effectively and fully use the acquired hard competences, as well as to build an

organisational culture. Attention was also drawn to the need for the university to strive to prepare students for future careers, adhere to ethics in business, the ability to combine knowledge with practice.

During the period under review, employees of the Institute of Management submitted 23 projects for external research funding. A detailed list of research projects carried out by the Employees of the Institute of Management is provided below. Employees of the Institute also participate in the implementation of the project "Regional Initiative of Excellence" in 2019-2022 project no.: 021/RID/2018/19.

The issues addressed in the research are reflected in the study programme and learning outcomes, which are aimed at understanding complex socio-economic phenomena in order to formulate strategic and operational explications in organisations. The results of the research contribute to the acquisition of knowledge, which is then used in the educational process to explore it, as well as to develop the ability to apply it in the practice of managing organisations and to shape the social competences of students.

As part of the cooperation of departments supporting the teaching process on MBM, a project was created to analyse the effects of education in terms of models of professional development paths and the usefulness of graduates on the labour market. Due to the fact that the faculty still has a small group of graduates, the system is at the implementation stage. Currently, a questionnaire template has been developed and piloted. The questionnaire was verified in terms of reliability and accuracy of measurement scales. For the purposes of research, an address database of graduates is successively created.

Diagnosis and improvement of the education programme in the field of MBM is made on the basis of the results of research conducted among graduates of KUE and discussions during regular meetings with and the Business Council (formerly the Convention of Representatives of the Social and Economic Environment) at the College of Management and Quality Sciences, which contributes to the exchange of knowledge between the academic community of the Institute of Management and external stakeholders. The main tasks of the Council include:

- expressing opinions on the competences expected on the labour market of graduates of education within the discipline of management and quality science;
- giving opinions on the desired profile of studies, learning outcomes and study programmes conducted at the College;
- facilitating cooperation with regional employers;
- supporting the development and promotion of the achievements of the College and the University;
- supporting the transfer of knowledge between the College and business practice.

Contact with graduates who have completed education in the Institute is not formal but is based on individual contacts of academic teachers or members of Scientific Clubs with them. They are invited to scientific conferences, seminars during which they share their work experiences and comments on useful competences on the labour market.

The average grade according to the detailed criteria of the lecturers in the three analysed semesters is high and at the same time stable, which proves about: very good preparation of the lecturers, the use of modern teaching methods, very good organisation of classes (e.g. in terms of timeliness, setting requirements), conducting classes in a way that leads to the acquisition of new knowledge and skills and the development of social competences, transfer of knowledge in a clear and intelligible. The high grades achieved by the lecturers as part of the evaluation of classes are also contributed by their attitude based on respect for the student and readiness to provide assistance during classes, consultations or electronic contact.

According to the above data, the pandemic did not have a negative impact on the results of student evaluations, which proves the effectiveness of the actions taken by the University as part of adapting the education process to the conditions of remote education. This shows that the system of evaluation of classes also worked correctly in the conditions of the pandemic and the results obtained by the lecturers be considered reliable.

Students in the framework of the Master's studies are not obliged to undergo internships. However, they have the opportunity to gain professional experience through work, voluntary student internships or by participating in projects and trips abroad e.g. as part of Erasmus. Such activity on the market will contribute to the deepening of their knowledge, skills and social competences in the field of studies, as well as allow them to experience how what they learned during their studies can be used in practice. Combining theoretical knowledge with professional experience will contribute to better preparation of students for the demanding labour market. Each practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge,

skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Information Form of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students. The average grade obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

Achieving a relatively high level of intended learning outcomes was largely related to the factors supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturers' own choice, which may also indicate that academic teachers to a large extent attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the Moodle e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees). Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from participation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the quality of education was also the connection between the subject of classes and business practice.

The assessment of lecturers conducting classes takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and

were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 16 visits were carried out in the academic year 2018/2019, 8 visits in 2019/2020 and 15 visits in 2021/2022.

As mentioned earlier, employees are positively assessed by students. In the case of employees who obtained a score below 3.5, the director of the Institute in the presence of their immediate supervisor undertook interviews with employees in order to diagnose the problem and take motivational measures.

The COVID-19 pandemic has not affected the number of class visits carried out or the resulting assessments. During the pandemic, visits were carried out remotely based on previously adopted principles, taking into account the specificity of the remote form of education.

Student problems consisting of the lack of progress in the implementation of the education programme (lack of credits, absence from classes) are monitored through attempts to contact the teacher with the student (telephone contact, e-mail) and inquiries addressed to other students in the seminar/lecture group. A special role in this respect is played by Plenipotentiaries for Persons with Disabilities appointed in the Departments to pay special attention to students with disabilities and students in need of support. Plenipotentiaries regularly undergo training, e.g. in the field of mental illness: neurosis and anxiety, depression, schizophrenia, etc. allowing for a better understanding of the health situation in which the student may be. Identifying the problem allows the student to indicate the possibility of help that he can get at the University, e.g. in the Office for Persons with Disabilities or in the Psychological Support Centre offering help in the field of emotional problems and psychologically difficult situations in studying and other spheres of life, as well as in the form of counselling in the search for psychotherapeutic care or health promotion.

Monitoring of the methods of implementation and quality of classes as well as the achieved learning outcomes is carried out by students as well as by the Heads of Departments. Students assess the quality of the classes in which they participate every semester. The student opinion summaries developed by the Centre for quality of Education are forwarded to the Director of the Institute, the Heads of Departments and the evaluated staff. They are the basis for improving the education process and taking actions aimed at eliminating reservations regarding the classes and improving their quality. Emerging teaching problems on the MBM are the subject of discussion at the meetings of the Departments exercising substantive care over it. The leadership of the Institute at the meetings of the Institute Council presents the results of the best

10 employees of the Institute divided into positions held: assistant, assistant professor, professor and presents the ranking of the 10 best Departments of the Institute, as well as the place of the Institute in the ranking of University Institutes. They also conduct interviews with the least rated employees, offering them participation in trainings and courses improving the teaching workshop.

The assessment of the quality of education is also carried out by the Institute Team for the Quality of Education, which consists of 11 academic teachers and 1 student. The tasks of the team include: giving opinions on the creation of new fields degrees and specialities, giving opinions on proposed changes in learning outcomes, in the study plans in the fields offered at the Institute of Management, auditing diploma theses, recommending activities in the field of improving the quality of education at the Institute of Management.

The review of the MBM programme can also be initiated by the Business Council, as an advisory team supporting the activities of the College of Management and Quality Sciences and by the Departments exercising substantive care over the degree. It is also carried out in the case of comments and proposals submitted to the Director of the Institute or the Chairman of the Institute Programme and Teaching Team for MBM, as well as suggestions and recommendations resulting from the report on the achievement of the assumed learning outcomes by students, prepared by the Institute Team for the Quality of Education. Subsequently, the review of the programme is continued at the meetings of the Programme and Teaching Team for the MBM degree. The most important issues taken into account in the review of the degree curriculum include:

- meeting the requirements of the current study plan;
- correctness of the ECTS credit system;
- the possibility of using the latest domestic and foreign models;
- adequacy of the qualifications of academic teachers (including in teaching development) to the content carried out in their subjects;
- results of student opinions on the quality of classes;
- results of class visitations carried out by the Heads of Departments.

Product Quality Engineering (Bachelor)

First-cycle studies in the field of Product Quality Engineering (previously: Commodity Science) are of a general academic profile, last 7 semesters and end with the professional title of engineer.

PQE is the oldest field of study at the Krakow University of Economics, combining economic sciences with the basics of knowledge in the field of natural and technical sciences. It educates engineers for quality issues needed in an economy focused on the quality of products, functioning in conditions of competition.

Product Quality Engineering (PQE) is a degree programme that until the academic year 2021/2022 was offered under the name “Commodity Science”. The name change took place on the basis of the Resolution of the KUE Senate No. T.0022.11.2021 of February 22, 2021.

Studies in the field of Product Quality Engineering (PQE) are offered in full-time and part-time mode.

Classes for full-time students are organized from Monday to Friday, while for part-time students in the form of conventions organized every two weeks from Friday at 15.45 to Sunday. In accordance with the Resolution of the Senate of the KUE No. 52/2019, the total number of teaching hours at 7-semester full-time first-cycle studies is no more than 2100h.

For part-time studies, a study plan is implemented, which accounts for 60% of the number of hours of full-time studies. This means that there are fewer contact hours per subject (these classes should be supplemented by independent work of students). Study plans applicable at part-time studies are in accordance with the current plans for full-time studies (except for classes in physical education, foreign languages).

Subjects taught in both forms have the same number of ECTS credits, and the requirements for part-time students on credits and exams are the same as for full-time students.

Admission to both forms takes place on the basis of a ranking list determined taking into account the results of the matriculation exam in mathematics as a basic subject, and two additional subjects, among the following: foreign language, Polish, WOS (Knowledge and Society), chemistry, geography.

The entire degree in full-time and part-time mode is taught in Polish.

The current PQE program at the undergraduate level does not provide for specialisation. The student gains knowledge in the field of quality shaping and product development in technical, economic, ecological and legal terms; knows and understands the principles and tools of product management throughout the lifecycle. The study program offers a number of classes of a practical, laboratory nature, as well as internships in enterprises that will allow you to gain the experience necessary for future professional work. It is focused on the formation of engineering and managerial skills and competences, as well as in the study of consumer needs in order to meet them, by identifying directions of improvement and product development.

From the academic year 2022/23, with the introduction of changes to the study programme, all specialties at the first degree of PQE were abandoned. The prerequisites for these changes

were: reducing the number of students, which was associated with the possibility of launching only one specialty, not always in line with the expectations of all students; comments of students graduating from studies, expressed in surveys, indicating unsatisfactory substantive content of specialisation programs; change of approach to education in the field of study related to the situation on the labour market and approach to product quality.

The current shape of the PQE degree is the result of its many years of evolution. Its origins date back to 1924, when the first Institute of Commodity Science in Poland was established. Its aim was to educate specialists in commodity science and to educate teachers of commodity science. On the basis of this Institute, the Higher Commercial Study was established in 1925, that became the current Krakow University of Economics.

Education in the field of PQE is conducted on the basis of the latest scientific achievements, providing students with the acquisition of thorough general and specialist education, acquisition of competences necessary to carry out professional work. This degree focuses on the entire "product life cycle", from the design sphere, through the sphere of product execution, distribution, trade, use, to the optimal and economically justified management of post-consumer waste. It is a degree programme that fills the educational niche of higher education in this area.

The competences provided by the PQE degree programme are extremely desirable in the modern labour market, which needs quality engineers needed in an economy focused on the quality of products, functioning in conditions of competition. Countries that focused on the quality of their products have become economic powers of the world. Poland is trying to meet the requirements of the international market, which requires the application of a pro-quality policy and taking into account the standards used in the European Union and other highly developed economies. Controlling the quality of products is no longer sufficient, it is necessary to influence quality. Appropriate systems of shaping and quality assurance according to international ISO standards are needed, as well as having the appropriate certificates for both the quality assurance systems used and for finished products, so that the company and its products inspire the trust of customers. Effective control of quality assurance processes requires knowledge of the purpose of these activities, i.e. knowledge of the desired properties of products. Also, rational marketing in the promotion and promotion of products, in advertising and sales organisation cannot function without knowledge of the product. It is impossible to sell well without knowing the properties of the commodity being sold and the competitive goods.

The basis of education in the field of PQE are original study plans and curricula, which are subject to modifications, meeting the changes taking place in Poland, Europe and the entire global economy, related to the increase in the demand for educated staff, able to take on new challenges in the field of management and quality sciences and perform tasks in diverse and

changing positions, including performing managerial and advisory functions. Economic transformations, especially the constantly advancing globalisation and the growing importance of economic growth based on innovation in every field, require the education of graduates who not only perfectly understand the mechanisms of the market for products and services, but who are able to assess the usefulness of technological solutions in various areas of social and economic life. The global economy increasingly needs specialists with knowledge of natural and technical sciences, combined with knowledge of social sciences prepared to work in various sectors of the economy.

In the almost 100-year history of the degree, the approach to education has changed along with the change of approach to product quality and its importance for the economy and society. Initially, the course was based on a three-year study plan as one of the six economic fields implemented at the Higher Commercial Study. In 1950, commodity studies were separated from economic studies and recognized as natural and economic studies. Since then, there has been an accelerated development of this degree and the discipline of commodity science constituting the basis in economic education, especially for the specialty of trade. During this period, product quality control specialists were trained. The emphasis of the curricula was largely on natural and technical subjects, which provided the basis for conducting research and evaluation of products for compliance with normative requirements. In the period from 1950 to 1954, the organisation of studies was two-cycle, and the field of commodity science was conducted in two specialties: commodity science of industrial articles and commodity science of food products. In 1955, uniform studies were introduced, ending with a master's degree in commodity science. In the 70s, study programs were changed to adapt them to changes related to the development of the scientific discipline, which was commodity science. These changes were reflected in the extension of the specialty by two more, i.e.: quality research and assessment, quality control of goods. The study programs are focused on shaping and analysing the quality of products, based on the study of the expectations of external and internal customers and expressing these expectations by defining quality and technological parameters. From the academic year 1974/75, after a change in the plans of Commodity Studies, after 5 years of study, graduates of this degree received a Master degree in Commodity Engineering with a selected specialty (the programme was “unitary” in nature or “long cycle” in EU terms). Significant changes in the curricula offered by the entire University have been introduced since the academic year 1991/1992. These included, e.g., the unification of plans for the first year of studies, successive changes in the curricula of higher years, the development of various forms of education, changes in curricula, the introduction of a system of elective courses. At that time, a group of basic subjects (the so-called Group A) was established, which were taught in the same dimension regardless of the fields of study and specialties chosen later. Since 1992,

subjects from group A have been taught in the first year of studies. In the third semester, students had to pass subjects from group B. In the following semesters there were degree-specific subjects, core for a given degree n and a group of specialty subjects and elective subjects. In the field of Commodity Science, the study programs have been adapted to the dynamically developing concepts of management, including quality management, rapid development of commodity production and its rapid diversification. The approach to knowledge about products (goods) has gained a problem and process dimension. At that time, there were four specialties: quality research and assessment, quality control of goods, industrial commodity science and food commodity science. In 1994, in addition to the long-cycle Master degree, a two-level education system was introduced, including 3.5 years of engineering studies and 1.5 years of Master's studies. Since 1994/95, the number of specialties has been limited to two: product quality management and commercial and customs commodity science.

The reform of higher education initiated by the Bologna Process resulted in a complete shift away from long-cycle studies from the academic year 2005/2006 to two-cycle studies. In the case of PQE, these were 7-semester engineering studies and 3 semester master's studies. The core has changed since the 2012/13 academic year. It consisted of enriching the offer of specialties with an additional two, i.e.: ecology of products and product manager. The study programs of these specialties were adapted to the expectations of the labour market at that time, where specialists in the field of ecology and product management were sought. The degree curriculum, general and degree-specific subjects include 1665 hours and are common to all specialties. In the group of these subjects, one can distinguish: introduction to commodity science, food commodity science, industrial commodity science, product design and innovation, instrumental analysis, chemistry of organic compounds, microbiology, sensory analysis, technology, information technology, packaging, storage, merchandising, logistics, micro- and macro-economics, business ethics, statistics and statistical quality control of processes, basics of cost accounting, organisation and management, quality management, documentation and audit of management systems, industrial process engineering, engineering graphics. From the fifth semester, students pursue specialty subjects in the number of 165 hours (for the specialisation of Quality Management and Commercial and Customs) or 195 hours (for the specialty Product Manager) or 120 hours (for Product Ecology). Among the specialty subjects, the following subjects are implemented:

- trade and customs: foreign trade, customs policy, organisation and technique of trade, customs law, customs procedures, non-tariff measures and restrictions and identification of food and non-food products adulteration;
- product manager: food quality systems, product strategy, market decision basics, product information analysis, packaging design, brand management, business process management;

- quality management: risk analysis in management systems, TQM and industry management systems, legal aspects of quality, quality systems engineering, complaint management;
- ecology of products: waste management, environmental chemistry, biotechnology, management systems engineering, law in environmental protection.

In all specialties, students have the opportunity to pursue elective courses, the purpose of which is to bring closer detailed knowledge in the field consistent with the chosen specialisation. Elective courses are carried out in the last two semesters: in semester 6 - 75 hours (for the specialty Quality Management and Commercial and Customs), 45 hours (for the specialty Product Manager) and 90 hours (for Product Ecology); in semester 7 - 150 hours for all specialties. The study program in this form was included in the teaching offer until the academic year 2021/22 and will be implemented until the end of the education cycle.

In 2021, after consultations with students, graduates of the faculty, as well as employees of the Institute, a decision was made to change the name of the Commodity Science degree to Product Quality Engineering. This change was influenced by e.g. the removal of an independent scientific discipline, which was Commodity Science and the inclusion of areas of knowledge of this discipline into the newly created discipline of Management and Quality Science (Regulation of the Minister of Science and Higher Education of 20 September 2018 on the fields of science and scientific disciplines and artistic disciplines, Journal of Laws of 2018, item 1818). Other reasons for changing the name of the degree programme were the departure from the concept of commodity to product and the concept of commodity science, which was increasingly difficult to understand by the young generation, which was perceived as obsolete, especially since it did not reflect the essence of the modern approach to issues of interest to the scientific subdiscipline, which became the science of quality. The change of the name of the faculty was made on the basis of the Resolution of the Senate of the KUE No. T.0022.11.2021 of February 22, 2021, while pursuant to the Resolution of the Senate T.0022.12.2022 of April 25, 2022, another modification of the study programs that have been in force since the academic year 2022/23 was made.

The change of the study program starting from the academic year 2022/23 consisted in a thorough review of the content of education in order to adapt it to the current needs of the labour market and the current expectations of students. These changes were widely consulted with students of the faculty, its graduates and external stakeholders. The main change of the program concerned the elimination of specialties at the first degree of studies with the simultaneous increase in the pool of electives enabling students to better manage their own development according to their interests. The new programme was "slimmed down" to 1980 hours (the previous program included 2115) to enable students to develop better independently by deepening their knowledge within non-contact hours or other forms of student activity (mentoring,

study clubs, etc.). Students have to complete 1380 hours in general and degree-specific subjects. Significantly more electives have electives that they can already choose from semester 5 in the number of 105 hours, and in semesters 6 and 7 they choose 90 hours each. More elective courses will allow students to acquire more detailed and specialized knowledge in areas that interest them, which will allow them to better refine their scientific interests and prepare to study for the second degree within the framework of the specialties already offered. In order to prepare an engineering thesis, they have a total of 75 hours of seminar planned for 3 semesters (in the previous program it was 60 hours, also for 3 semesters). The names of some subjects were also adapted to the changed name of the degree programme, e.g. subjects in the field of food and industrial products commodity science were transformed into Food and Industrial Product Quality Engineering. The names of the subjects in which students acquire basic knowledge in the field of chemical analytics, logistics, engineering and technical sciences, law and intellectual property, data processing and presentation have also been changed. In addition, micro- and macroeconomics were combined to introduce one subject of economics for engineers. The order of some subjects has also been changed to ensure the correct sequence of the learning process; subjects have been introduced to shape soft skills, develop creativity and creative thinking. The curriculum also includes subjects on which new issues are discussed, important for the currently functioning market. The newly introduced subjects, which concern issues not yet discussed in the course, but very important from the point of view of the current market situation, include, among others: consumer market decisions, identification of product adulterations, quality shaping in technological processes, product management. The current program of Product Quality Engineering within 3.5 years of study provides for obtaining 225 ECTS points (previous - 223 ECTS points).

As part of the Product Quality Engineering degree, a new form of classes was introduced, namely a seminar, of which there are 165 hours in the first degree (which gives 8.3% of all classes). The number of hours of lectures conducted as part of first-cycle studies has also been reduced from about 900 hours (885 for Product Manager, 900 for Quality Management, 930 for Trade and Customs) to 730. The number of hours of exercise is comparable to the previous program, while laboratory classes are limited only to subjects preparing students to perform various analyses (chemical, microbiological, biochemical, instrumental), aimed at determining the quality and properties of the products being studied. Currently, in the field of Product Quality Engineering, there are 485 hours of laboratories in the plan (there were about 600 - 630 hours). This is the effect of a change in the approach to product quality, in which greater emphasis is placed on design and team classes.

The PQE degree programme belongs to the unique degree offered by Krakow University of Economics due to its engineering character and a longer cycle of education, amounting to 7

semesters as part of the first degree. It stands out in terms of the nature of the classes conducted, which have many interdisciplinary subjects in the program. Thanks to access to laboratory facilities, students can acquire competences in the field of skills, used in the implementation of diploma theses, and then in professional work. Interdisciplinary knowledge and acquired skills are highly appreciated by students as well as employers. The high degree of student satisfaction is manifested in high grades of teaching classes and is associated with the successes they achieve in various fields, working within numerous scientific circles or individually with academic teachers of the Institute. PQE students are very successful, they are winners of external competitions, e.g. for the best diploma thesis, for speaking at a conference. They are also scholarship holders of the Ministry of Higher Education and Science.

One worrying phenomenon occurring in recent years is the decrease in the number of students during the first year of studies. The reason for this was undoubtedly the pandemic, which made it difficult for some to study, creating difficulties in the implementation of learning outcomes, especially in science subjects, which dominate the first year of studies, despite the introduction of additional compensatory classes, e.g. in mathematics or chemistry.

The current situation of the degree is good. There is a clear increase in interest in this degree. It applies in particular to full-time first-cycle studies. 2022 recruitment was very popular among candidates, which in the light of the change of the name of the degree is a highly positive phenomenon.

The outbreak of the COVID-19 pandemic in March 2020 significantly affected the functioning of the entire university.

Currently, hybrid teaching is still used in the process of IJP education, because a large part of students prefer this way of learning. Directional lectures are held remotely, some of the courses are certified e-learning courses conducted entirely online using the MOODLE platform. Only classes in smaller groups are held stationary (specialty lectures, exercises, laboratory classes).

The pandemic has also contributed to the introduction of other forms of education in study programmes, such as a seminar in place of the many hours that have been carried out so far in the form of lectures.

The negative effect of the pandemic was a decrease in the number of students, especially visible in the 2020/21 and 2021/22 recruitment and resignations during the first year of studies. The result is a relatively small number of students in this field of study in the analysed period.

The pandemic has also changed the system of defending diploma theses – during the lockdown they were held completely remotely. To make this possible, the System of Archiving

Diploma Theses (APD) was improved and electronic circulation of documents was introduced, which significantly facilitated the work of both students and employees of the Institute.

The PQE student population has shown a clear decrease in the number of students after the first year of study, both full-time and part-time first-cycle studies, which is on average 50%. A general analysis of the data also shows that men are more likely to be removed from the list of students than women, who constitute a larger percentage of the general population of PQE students.

The pandemic has had a negative impact on the number of candidates recruiting for studies, as well as the number of drop-outs, especially after the first year of study. During the pandemic, interest in part-time studies completely decreased, which resulted in their immobility after 2020. As indicated by the data from the recruitment process for the academic year 2022/23, interest in full-time studies in the field of PQE is returning to a high level, which is a very positive signal confirming the correctness of the changes undertaken.

A graduate of PQE has knowledge in the field of quality shaping and development of food and industrial products in technical, economic, ecological and legal terms. Knows and understands the principles and tools of product management throughout the lifecycle. He has competences in the field of shaping and developing product quality from the design sphere, through the sphere of product execution, distribution, trade, use to optimal and economically justified management of post-consumer waste. Knows and understands the methods of shaping, analysing and assessing the quality of products and services, taking into account the study of customer needs and expectations, as well as the principles of market functioning and the basis for marketing products and services. Can manage production and service processes, design and implement quality management systems.

Graduates of the faculty can find employment in manufacturing enterprises of various industries and sectors of the economy, in the departments of design and development, marketing, quality and logistics, in trade and service companies, certification bodies for products and systems, research and measurement laboratories, government and local government administration.

The concept of education in the field of PQE is related to the mission and strategy of the Krakow University of Economics and consistent with the historical motto of the University: "Rerum cognoscere causas et valorem". The PQE study program assumes the combination of theoretical knowledge with practical skills so that the graduate of the faculty can function freely and creatively on the labour market.

The aim of the degree is to equip the PQE graduate with knowledge and skills that will allow him to develop and introduce new processes, products or services, as well as participation in

all stages of the creation of products or services - from planning, implementation of appropriate research, through planning, development and implementation, to final control, preparation and testing of products and processes, monitoring of quality parameters of manufactured products / processes, giving opinions and active participation in new projects implemented in the company, conducting projects related to achieving savings, developing and implementing modern systems for evaluating products and services, active exchange of information with other departments (with production departments, quality department and marketing department), co-operation with offices and other organisations, e.g. conducting internal audits and preparing reports and presentations for the management board and for external needs.

The degree offers a number of classes of a practical, laboratory nature, as well as internships in enterprises that will allow you to gain the experience necessary for future professional work. It is focused on the formation of engineering and managerial skills and competences, as well as in the study of consumer needs in order to meet them, by identifying directions of improvement and product development. The student has the opportunity to shape and develop their own interests thanks to the wide range of electives within the study program, as well as through active participation in the activities of numerous scientific circles operating within the Institute of Quality Sciences and Product Management. The concept of education in the field of PQE takes into account the principle of the need to deepen their knowledge throughout their lives, preparing graduates for self-education in every field of the social management process and valuing the professional abilities and market position of specialists from the point of view of the labour market. The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

The degree Intended Learning Outcomes for the PQE programme were approved by the resolution of the Senate of the Krakow University of Economics No. T.0022.12.2022, of 25.04.2022. They include 21 outcomes, 7 from each area, i.e. knowledge, skills and social competences.

Syllabi ("subject cards") are developed for new subjects in cases of curriculum changes. Existing syllabi are monitored and modified as required.

The study program in the field of PQE is developed in accordance with the requirements specified of KUE: The design of the study program begins with the formulation of degree Intended Learning Outcomes, i.e. defining what the student should know, understand and be able to do after graduation. Degree ILOs are treated as superior to the study program, which is a description of the educational process leading to the achievement of the intended outcomes. This

programme includes study plans and a description of individual subjects of education. The consistency of the intended learning outcomes, the content of education and the teaching methods used is visible in the Subject Cards generated for individual classes carried out in the field of study in the PQF system. The subject cards are developed taking into account the form of classes, i.e. lectures, exercises, laboratories, seminars, seminars, internships and physical education classes. The content of the curriculum, supported by the literature indicated to the students, corresponds to the current state of knowledge and the subject of research conducted in the areas of knowledge, fields of science and scientific disciplines to which the learning outcomes relate. The content of the curriculum corresponds to scientific research conducted by employees conducting classes in the evaluated field of study. The scope of the degree content included in the curriculum is adequately comprehensive from the point of view of the intended degree learning outcomes. The subject cards contain the so-called subject implementation matrix, from which you can read how the given learning content implemented using specific teaching methods allows you to achieve the intended degree learning outcomes, consistent with the area learning effect. The construction of learning outcomes and connections between them makes it possible for students to achieve the intended outcomes. On the other hand, the indication of forms of verification of individual detailed learning outcomes in the subject cards ensures that it is possible to check the degree of achievement of effects by students. The latter is also facilitated by the inclusion in the subject cards of detailed criteria for the assessment of the learning outcomes in question.

The time provided for the implementation of the first-cycle study programme and the workload of students are measured by the number of ECTS credits assigned to the entire programme. The curriculum enables the student to obtain at least 30 ECTS credits to pass each semester. Elective courses represent at least 30% of the ECTS credits for individual study programmes. In accordance with the Resolution of the Senate of the KUE No. 52/2019, the total number of teaching hours at full-time 7-semester first-cycle studies is no more than 2100. In addition, the full-time education program includes the need for the student to learn two foreign languages each 120 teaching hours at the first degree (which gives a total of 240 hours).

Studies in the field of PQE at the first degree level last 7 semesters and end with obtaining an engineering diploma. The total number of teaching hours in this field of study is 1980 hours (in the previous program, depending on the specialty, the number of hours was from 2100 to 2115).

The undergraduate PQE degree has no division of subjects into modules. The general/core subjects, degree-specific, specialty and elective subjects are implemented. The largest share (about 37%) among the forms of education used at the first degree of PQE are lectures. The total number of hours of this form of classes is 730, of which the largest share falls on the last

semesters of studies, i.e. 5, 6 and 7, when the so-called elective courses are implemented. They are selected by students from a rich thematic offer prepared by the Institute's employees, practitioners and lecturers from outside the Institute. Compared to the previous program, the number of lecture hours has been reduced by more than 200 hours, the main one in favour of a new form of conducting classes, namely a seminar, of which there are 165 hours under the first degree (which gives 8.3% of all classes). The introduction of this form of classes was dictated mainly by the desire to increase the activity of students during classes, which in the case of lectures, especially conducted sentences (COVID effect) was significantly weakened. A large share of hours (over 24%) are laboratory classes, necessary to shape student analytical skills, preparing them to conduct independent research and assess the properties of products.

The PQE major program at the first degree does not currently provide for specialties. This is a consequence of the change of approach to the education system in this field, which at the first degree is more general, and at the second degree is to develop specialized competences within the specialty.

The aim of this approach is to prepare first-cycle graduates to perform professional roles in various production and service departments, in which engineering competences in the quality of products and services play an important role, as well as managerial competences allowing to make strategic decisions for the development of the enterprise. The interdisciplinary approach to first-cycle education, including knowledge in the field of natural and technical sciences, as well as management, economics and finance, gives a wide spectrum of development of graduates as part of second-cycle studies, and also gives the chance to find a job in various sectors of the economy after obtaining the professional title of engineer. At the same time, through a wide range of elective courses, a first-cycle student has the opportunity to shape their own interests as part of the so-called engineering module, the implementation of which allows them to explore the specifics of shaping the quality of products of various industries and services and as part of the managerial module, in which he can develop competences in the field of management, economics, finance or law.

The liquidation of the specialisation at the first degree of PQE is also the result of the decrease in the number of students in recent years and the response to not meeting the expectations of students regarding the launched specialties. According to University financial policy, it was not possible to launch a specialty for small groups of students and ended up launching usually one specialty, which was met with dissatisfaction of those students who had to adapt to the choice of the majority. In addition, it created problems for students returning from vacation or repeating a semester, due to differences in curriculum associated with the need to continue their studies in another specialty. The previous program assumed as many as 4 specialties (point I.4), which

were usually alternately chosen by students, except for the ecology of products, which specialty was extinguished in the academic year 2021/22 due to the lack of interest of students in the last 4 years.

When developing or modifying study programs, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of the KUE of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan

The consequence of the pandemic is a change in the way some classes are conducted. In the case of major lectures, they are conducted in a remote form, which limits the possibility of activating students during classes. Therefore, when developing changes in the curriculum, the number of lectures was limited in favour of seminars. The number of laboratory classes has also been limited, only to those subjects that are necessary to shape the analytical skills of students. Subjects preparing students for independent, creative work were introduced and greater emphasis was placed on workshop classes, problem teaching and certified e-learning courses.

The Institute of Quality Sciences and Product Management cooperates with the socio-economic and research environment. The Institute's priority is to provide high-quality education in close connection with practical skills.

As part of cooperation with companies, students of Product Quality Engineering can take part in student internships (obligatory and optional) or professional internships. This makes it possible to confront theoretical knowledge with practical knowledge, as well as to better understand and remember the material.

Another form of direct contact between the student and the economic environment are study visits as part of classes in practical subjects and the so-called guest lectures, i.e. classes conducted by practitioners, thanks to which they have the opportunity to get acquainted with various aspects of the organisation and functioning of enterprises.

Another form of cooperation are trainings ending with obtaining an appropriate certificate. The preparation of certified trainings takes place in consultation with employers' representatives who consult study programs and degree ILOs (Institute students have the opportunity to obtain certificates of quality assistant and quality representative (PCBC) and Student-IPMA certificate (IPMA)).

It is an increasingly common practice to write diploma theses by students in cooperation with companies or on their order. Thanks to this form of cooperation, companies can obtain research results at a small expense, while for the student it is a valuable practical experience, as well as potentially the possibility of employment in a given company after graduation.

The aim of international cooperation is to strengthen ties with existing foreign partners and to establish new contacts. The party initiating the conclusion of cooperation may be a college, institute or chair. Formalisation of agreements with new foreign partners is carried out by university-wide units of the KUE – International Relations Office (IRO) and International Programmes Office (IPO), with the latter focusing mainly on activities related to the international exchange of KUE students. An important aspect of internationalisation is student mobility within the framework of available exchange programs, i.e. Erasmus+, CEEPUS, bilateral and multilateral agreements. A special form of exchange under the Erasmus+ program is a double diploma, where after completing engineering studies, the student receives a diploma of the KUE and a diploma of a selected partner university. It is worth paying attention to the fact that students of our field of study as part of international exchange programs can study at universities offering the same degree or different degree programme – in this case, after returning, they are obliged to include program differences.

It is also important to increase the share of foreign students in classes, which in the case of PQE is not easy to implement, because in its current form the program is offered only in Polish.

Internationalisation also means the mobility of academic teachers who improve their teaching skills and language skills by conducting teaching classes for students at foreign universities, participating in trainings and international projects. The added value is also greater sensitivity to intercultural nuances and an increase in satisfaction with the work performed. On the other hand, PQE students can participate in classes conducted by academic teachers who come to the KUE as part of international exchange programs.

In 2018 a national accreditation by the Polish Accreditation Committee in the field of Commodity Science was conducted with very good results.

Besides an accreditation of commodity science as part of the National Competition and the Accreditation Program for Fields of Study. Certificate "Studies with the future" has taken part. The results were distinctions for the first and second degree and the title "Leader of the quality of education" for the first degree.

An international accreditation has not been carried out so far. This international accreditation is the first undertaken accreditation.

Institute students have the opportunity to obtain certificates of quality assistant and quality representative of Polish Centre for Testing and Certification (PCBC) and Student-IPMA certificate (IPMA)).

Although a separate unit, the language instructors from the Language Centre contribute to the language education on the PQE degree. The high level of classes conducted by KUE Language Centre has been confirmed by granting this unit the international EAQUALS accreditation certificate (in 2018 and renewed in 2022).

Employers play an important supporting role in the development of the degree and programs of education. Thanks to numerous contacts of academic teachers with various companies, through the implementation of joint research and development projects, in which students also take an active part, as well as with enterprises in which students undergo internships, information important in shaping curricula and content of individual subjects is collected to meet the expectations of employers and the labour market.

An important advisory body in the field of shaping the fields of education, consistent with the needs of the region and the country, is the Business Council established at the College of Management and Quality Sciences. The Business Council consists of external stakeholders representing enterprises and financial institutions, state bodies, local government bodies, scientific, professional and creative institutions and associations.

Other forms of cooperation are reflected in research projects or Partnership/Sponsorship Agreements and the COVID 19 pandemic has significantly affected cooperation with other entities. Due to restrictions and difficulties in movement, there was a significant decrease in mobility both in the group of students and employees. Although it was possible to participate in international programs remotely, only a few people decided to do so. For the same reasons, cooperation with companies in the organisation of internships and student internships has also been limited. Some of the research projects took place in virtual space.

Syllabi ("subject cards") are developed for new subjects in cases of curriculum changes. Existing syllabi are monitored and modified as required. The literature in the "subject cards" is constantly updated the vast majority of first-cycle graduates become second-cycle students of studies offered by the Institute or University.

Contact with graduates who have completed education in the Institute is not formal but is based on individual contacts of academic teachers or members of scientific circles with them. They are invited to scientific conferences, seminars during which they share their work experiences and comments on useful competences on the labour market.

Employees of the Institute, who conduct classes in the field of PQE annually obtain high student grades, being at the forefront of the University's employees. It is worth noting that the

general grades of classes were significantly higher (in the academic year 19/20 for it was 4.84 and in 20/21 - 4.91). In the verbal comments, the students emphasized the good substantive preparation of employees for classes, great commitment and good communication.

According to the study plan, professional internships are carried out only by full-time students, so that they can get to know the functioning of workplaces, gain experience, and verify the theoretical knowledge gained during study in practice. Part-time students perform such verification on a daily basis in the workplaces where they are employed.

Students do work placements after the sixth semester as summer internships that last 4 weeks. Student internships take place on the basis of tripartite agreements between the university, the organizer of the internship and the student. On behalf of the university, internship agreements are signed by the Head of the Department, under whose supervision the student undergoes the internship. It is also a department in which the student under the supervision of the supervisor writes an engineering / diploma thesis.

The student has a lot of freedom in choosing the organisation in which he will do his internship. Internships should correspond to the nature of studies and achieve the objectives contained in the study regulations, the curriculum, as well as the subject card. The tasks that students perform as part of the internship should be used to implement learning outcomes in the field of knowledge, skills and social competences. As part of the internship, students gain professional experience, linking the theory acquired as part of their studies with the practical knowledge offered by workplaces.

Students can also pursue student apprenticeship as part of their professional work, internship, volunteering or internship. Then the student applies for the professional work / volunteering / internship / internship as a student internship. Such a situation is possible if the student, while working and performing his professional duties, achieves the objectives and learning outcomes included in the study plan. Student internship may also take place on the basis of referral on the basis of framework agreements/ agreements for the organisation of student internships.

The condition for passing student internships is to present to the tutor an internship report, in which, in addition to the data of the student and the organizer of the internship, tasks and activities performed during the internship are also presented to implement the intended learning outcomes, which were included in the "Practice" subject card.

In addition to compulsory internship, students can gain work experience through voluntary student internships. Each additional practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

Each proposal for an internship by a student is analysed individually. Together with the student, it is discussed in which departments the student can do internships, what tasks, activities it would be good for him to see and perform, as well as internship plans are established.

In the analysed period, students carried out professional internships in both large, small or even family businesses. Some people, due to their professional plans, decided to practice in state administration units: various branches of the Customs and Tax Office, Provincial Inspectorate of Commercial Quality of Agricultural and Food Products, Provincial Sanitary and Epidemiological Station, Research Laboratory TÜV Rheiland Polska, Provincial Road Transport Inspectorate, Commune Offices, Leather Industry Institute – Branch in Krakow, Chamber of Tax Administration, Sądeckie Water Utilities and others.

There are also students who decide to carry out internships at the Department in order to conduct their own research for diploma theses in the field of food products, non-food and microbiology.

As part of the internship, students deal with issues such as handling the procurement process, procurement, quality control, reporting research carried out at various stages of production processes, carry out laboratory tasks, checking the correctness of marking products imported from abroad (from outside the EU), developing internal documentation for the company's needs, customer documentation, preparing sales offers, databases and trainings, preparing documents for quality management systems, and many others.

In the future, in order to collect and collect standardized information about internships, a central system could be created to collect and analyse data on internships completed by students. Such a database would allow to establish cooperation with companies in which students most often do internships, obtain interesting data and, above all, to which students can be sent in the following years.

The pandemic has also had a significant impact on student apprenticeships. During COVID-19, restrictions related to the lockdown, and later also restrictions related to movement, contacts with other people, as well as the replacement of stationary work with remote work contributed to significant difficulties in organizing internships. Companies, due to epidemiological restrictions, often did not have the opportunity to accept students for internships. Therefore, as well as for the sake of caring for the student's well-being, it was decided to include the student in any professional work, internship, volunteering, internship or even longer (min. 3 weeks, 150 hours) contact with the organisation as a professional practice. The internship could be completed at any time of study, but no later than the seventh semester. During the pandemic, the possibility of completing a professional internship at a later date, i.e. in the VII (last) semester, has also been postponed. Students also had a lot of freedom in choosing the place of practice and the organisation in which they will do their internship.

The system of verification of the degree of achievement of the intended learning outcomes (ILOs) is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the “matrix of subject implementation”, which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge, skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students. The average grade obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

Achieving a relatively high level of intended learning outcomes was largely related to the factors supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturers' own choice, which may also indicate that academic teachers to a large extent attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the Moodle e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees. Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from par-

ticipation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the quality of education was also the connection between the subject of classes and business practice.

The assessment of lecturers conducting classes in the field of study takes place in many ways, e.g. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years.

In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 19 visits were carried out in the academic year 2018/2019, 6 visits in 2019/2020 and 21 visits in 2021/2022. The average rating from class visits on the adopted scale (from 1st the lowest to 5th highest rating) was high and amounted to 4.73, 5.0 and 4.76 in individual years, respectively.

Employees are positively assessed by students, the average grade of detailed classes in recent semesters ranged from 4.4 - 4.6 and showed a clear upward trend. It is worth noting that the general grades of classes were significantly higher (in the academic year 19/20 for it was 4.84 and in 20/21 - 4.91). In the case of employees who obtained a score below 3.5, the director of the Institute in the presence of their immediate supervisor undertook interviews with employees in order to diagnose the problem and take motivational measures.

The COVID-19 pandemic has not affected the number of class visits carried out or the resulting assessments. During the pandemic, visits were carried out remotely based on previously adopted principles, taking into account the specificity of the remote form of education.

Product Quality Engineering (Master)

Product Quality Engineering (previously: Commodity Science) is the oldest field of study at Krakow University of Economics, combining economic sciences with the basics of knowledge in the field of natural and technical sciences in a special way.

The concept of education in the field of Product Quality Engineering is related to the mission and strategy of the Krakow University of Economics by providing universal education, combining general theoretical and methodological knowledge with professional knowledge. The concept of education is primarily aimed at ensuring high-quality education through the development of the level of specialist knowledge and equipping graduates with the competences required in the labour market; implementation of an innovative educational program by adapting the teaching offer to the requirements of the labour market and changes taking place in the socio-economic environment, taking into account the opinions and needs of employers and other external stakeholders, taking into account economic, technical, financial, legal, ecological, social, managerial aspects carried out as part of classes conducted by employees of various departments, from various colleges of KUE; developing cooperation with business practice e.g. by involving employers in the creation of the education concept and the implementation of the education process, for example through the organisation of workshops for students by practitioners, participation in the implementation of the research part of diploma theses; internationalising the learning offer by supporting the international mobility of students, offering elective courses in English and teaching cooperation with lecturers from abroad; development of interdisciplinarity of educational content and shaping the skills of a holistic approach to issues.

Graduates are ready to actively, creatively and effectively act in the conditions of a market economy. They have interdisciplinary knowledge, they are ready to take care of the product (service) – starting from the design of the product, through the entire life cycle, to its proper management after wear or damage. They are prepared to independently make decisions related to the construction and strengthening of the competitiveness of the enterprise. Studies in this field of study prepare for practical creation and verification of product ideas, in accordance with the needs of customers. Graduates are specialists in creating new needs of market participants and their implementation by shaping products, gaining information about market phenomena and processes necessary for decision-making and market management of the product and brand in the enterprise. Within the framework of specific specialties, they acquire competences enabling them to undertake work in various sectors of the economy and departments of enterprises.

Second-cycle studies in the field of Product Quality Engineering (PQE) are of a general academic profile, last 3 semesters and end with a Master's degree. They are characterised by a high degree of interdisciplinarity, combining knowledge in the field of management and quality sciences with the basics of natural, technical and economic sciences.

Studies in this field are offered in full-time and part-time mode. Classes for full-time students are organised from Monday to Friday, while for part-time students in the form of conventions organised every two weeks from Friday at 15.45 to Sunday.

In accordance with the Resolution of the KUE Senate No. 52/2019, the total number of teaching hours at 3-semester full-time second-cycle studies is no more than 600.

As part-time studies, a study plan is implemented, which accounts for 60% of the number of hours of full-time studies. This means that there are fewer contact hours per subject (these classes should be supplemented by independent work of students). Study plans applicable at part-time studies are in accordance with the current plans for full-time studies (except for classes in physical education, foreign languages).

Subjects implemented in both forms have the same number of ECTS credits (95 points), and the requirements for part-time students on credits and exams are the same as for participants of full-time studies.

Admission to second-cycle studies is based on a diploma of completion of the first degree of studies. Recruitment is based on the average grade from six semesters obtained by candidates finishing this course at the first degree (limit of 50% of places, GPA average 4.0) and the entrance exam for other candidates.

The entire degree in full-time and part-time mode is taught in Polish.

The second-cycle education program of PQE offers 3 specialties (offer for the education cycle starting from the academic year 2022/23):

- Product Sustainability Manager,
- Product Quality and Safety Manager,
- Cosmetic Product Manager.

The second-cycle education program of PQE offers 3 specialties (offer for the education cycle starting from the academic year 2022/23):

- Product Sustainability Manager,
- Product Quality and Safety Manager,
- Cosmetic Product Manager.

The current shape of the PQE degree is the result of its many years of evolution. Its origins date back to 1924, when the first Institute of Commodity Science in Poland was established. Its aim was to educate specialists in commodity science and to educate teachers of commodity science. On the basis of this Institute, the Higher Commercial Study was established in 1925, that became the current Krakow University of Economics.

Education in the field of PQE is conducted on the basis of the latest scientific achievements, providing students with the acquisition of thorough general and specialist education, acquisition of competences necessary to carry out professional work. This direction focuses on the entire "product life cycle", from the design sphere, through the sphere of product execution, distribution, trade, use, to the optimal and economically justified management of post-consumer waste. It is a degree that fills the educational niche of higher education in this area.

The competences provided by the direction are extremely desirable in the modern labour market, which needs specialists for quality issues needed in an economy focused on the quality of products, functioning in conditions of competition. Countries that focused on the quality of their products have become economic powers of the world. Poland is trying to meet the requirements of the international market, which requires the application of a pro-quality policy and incorporating the standards used in the European Union and other highly developed economies. Controlling the quality of products is no longer sufficient, it is necessary to influence quality. Appropriate systems of shaping and quality assurance according to international ISO standards are needed, as well as having the appropriate certificates for both the quality assurance systems used and for finished products, so that the company and its products inspire the trust of customers. Effective control of quality assurance processes requires knowledge of the purpose of these activities, i.e. knowledge of the desired properties of manufactured products. Also, rational marketing in the promotion and promotion of products, in advertising and sales organisation cannot function without knowledge of the product. It is impossible to sell well without knowing the properties of the commodity being sold and the competitive goods.

The basis of education in the field of PQE are original study plans and curricula, which are subject to modifications, meeting the changes taking place in Poland, Europe and the entire global economy, related to the increase in the demand for educated staff, able to take on new challenges in the field of management and quality sciences and perform tasks in diverse and changing positions, including performing managerial and advisory functions. Economic transformations, especially the constantly advancing globalisation and the growing importance of economic growth based on innovation in every field, require the education of graduates who not only perfectly understand the mechanisms of the market for products and services, but who are able to assess the usefulness of technological solutions in various areas of social and economic life. The global economy increasingly needs specialists with knowledge of natural and technical sciences, combined with knowledge of social sciences prepared to work in various sectors of the economy.

In 2021, after consultations with students, graduates of the faculty, as well as employees of the Institute, a decision was made to change the name of the Commodity Science direction to

Product Quality Engineering. This change was influenced by e.g. the removal of an independent scientific discipline, which was Commodity Science and the inclusion of areas of knowledge of this discipline into the newly established discipline of Management and Quality Science (Regulation of the Minister of Science and Higher Education of 20 September 2018 on fields of science and scientific disciplines and artistic disciplines, Journal of Laws of 2018, item 1818). Other reasons for changing the name of the degree programme were the departure from the concept of commodity to product and the concept of commodity science, which was increasingly difficult to understand by the young generation, which was perceived as obsolete, especially since it did not reflect the essence of the modern approach to issues of interest to the scientific subdiscipline, which became the science of quality. The change of the name of the faculty was made on the basis of the Resolution of the KUE Senate No. T.0022.11.2021 of February 22, 2021, while pursuant to the Resolution of the KUE Senate T.0022.12.2022 of April 25, 2022, another modification of the study programs that have been in force since the academic year 2022/23 was made.

The current program at the second degree studies assumes the first semester common to all specialties, and from the second semester the subjects are differentiated depending on the chosen specialty. The change in the study program in the field of study from the academic year 2022/23 is the result of consultations with students and graduates of the faculty, changes related to the development of quality sciences and the situation on the labour market. The main change consisted in a thorough review of the teaching content in order to adapt it to the current needs of the labour market and the current expectations of students. The number of hours carried out as part of 3 semester second-cycle studies remained the same and amounts to 600 hours of teaching classes. However, the number of ECTS was standardised, in the previous plan the number of ECTS was different for individual specialties and amounted to 90-91. Currently, the number of ECTS for all specialties is the same and amounts to 95 points. The main change in the program was the proposal of specialties providing competences sought after in the modern labour market. As a result, instead of the previous 5 specialties (Product Ecology, Product Quality Management, Trade and Customs, Product Manager, Transport and Forwarding), 3 (point V.5) were proposed. while two specialties are the result of updating and developing the content of existing specialties, while the third is a completely new proposal. These specialties are: Product Safety Quality Manager (updated specialisation Product Quality Management), Sustainability Manager (updated specialisation Product Ecology) and Cosmetic Product Manager. The creation of the latter specialty is a response to the development of the cosmetics industry in need of specialists familiar with cosmetic products and with knowledge of the field and management of them. The specialty of transport and forwarding has been transformed into a separate direction, which will be launched from the next cycle of education.

The main change compared to the previous version of the study program was the unification of the first semester for all specialties and the adaptation of the program to the regulations in force at the KUE (Senate Resolution 52/19). Students begin their studies with the completion of 270 hours of general subjects, such as: Product Safety, Managerial Economics, Instrumental Methods in Assessing the Quality of Raw Materials and Products, Product Management Tools, Industrial Product Development and Food Product Development. From the second semester, specialty subjects were introduced – separate for each specialty and elective courses. Compared to the previous program, the number of elective courses has been standardised for all specialties. The curricula applicable to recruitment until 2021/22 included elective courses in the number of: 60, 70 or 125 hours depending on the specialty. The program in force from the recruitment 2022/23 provides for 75 hours as part of the elective courses for the specialty Cosmetic Products Manager and 60 hours each for other specialties. Unifying the number of hours of specialty subjects will allow students to acquire more detailed and specialised knowledge in areas relevant to a given specialty, which will allow them to better prepare for entering the labour market. In order to prepare the master's thesis, both programs provide for a total of 60 hours of seminars, spread over the second and third semesters. Some of the subjects included in the revised study program (mainly on the specialty Cosmetic Product Manager) are new in relation to the program implemented until the academic year 2021/22, in the case of most of the others, the content taught has been changed and their names have been changed to be more adequate to the name of the new direction and specialty.

Interdisciplinary knowledge and acquired skills are highly appreciated by students as well as employers. The high degree of student satisfaction is manifested in high grades of teaching classes and is associated with the successes they achieve in various fields, working within numerous scientific circles or individually with academic teachers of the Institute. PQE students are very successful, they are winners of external competitions, e.g. for the best diploma thesis, for speaking at a conference. They are also scholarship holders of the Ministry of Higher Education and Science.

So far, recruitment for the former field of Commodity Science has not been the best. There was a clear decrease in interest in this field and in general in second-cycle studies throughout the University. This applies to both full-time and part-time studies. The relatively small number of students completing the first degree of studies and the restrictions introduced by the University Authorities regarding the possibility of launching a specific specialty (with a limited number of students, only one specialty could be launched, which did not satisfy everyone), or the limits of admission to studies, prevented the launch of the second degree in the academic year 2021/22. Earlier periods also indicated a weaker interest in the second degree, especially in part-time studies. Hence, actions were taken to change the specialties and study programs in

this field, trying to introduce innovative content in response to signals coming from the market and meet the expectations of students of the current first degree of study. Taking into account the significant increase in interest in the PQE course at first-cycle studies, one should also see an improvement in the situation of the second cycle degree from recruitment, which will take place from the summer semester 2022/2023.

The COVID-19 pandemic has significantly affected the functioning of the entire university. From March 2020 to April 2021, all classes were conducted remotely, which largely influenced the way the education process was implemented. Lecturers and students very quickly adapted to classes conducted at a distance using one of the educational platforms (ZOOM, later MS Teams). The difficulties that arose were of a technical nature or related to the reduction of students' activity during classes. It was also difficult to verify learning outcomes, especially in relation to practical classes. The possibility of a partial return to stationary classes has significantly improved this situation.

A graduate of PQE has knowledge in the field of quality shaping and development of food and industrial products in technical, economic, ecological and legal terms. Depending on the specialty he completes, he obtains specific competences in the field of shaping and developing product quality from the design sphere, through the sphere of product execution, distribution, trade, use to optimal and economically justified management of post-consumer waste.

A graduate of the Cosmetic Product Manager specialisation has knowledge in the field of raw materials, technologies and forms of cosmetic products, examines consumer preferences and assesses the degree of compliance by the product with consumer requirements, as well as marketing and managerial aspects of market turnover of cosmetic products. The graduate understands the requirements related to the issues of broadly understood safety of cosmetic products and economic aspects of commodity trade, he also knows the methods of improving cosmetic products in order to adapt them to the diagnosed needs / preferences of consumers. He is prepared to carry out professional work both in entities involved in the production and introduction to the market and trade of cosmetic products, as well as to undertake his own activity in the field of cosmetic products.

A graduate of the Sustainable Product Manager specialisation has competence in the knowledge of the basic principles and policy of sustainable development. Can take into account the ecological characteristics, social and economic aspects of products in the sphere of their design; in the production and post-production sphere. Can analyse the impact of products and manufacturing processes on the ecosystem; define methods of management and disposal of used products, packaging and other post-consumer waste. The graduate is characterised by in-depth ecological awareness and is able to shape a pro-ecological attitude among future managers of the organisation.

A graduate of the quality and product safety manager specialisation has knowledge in the field of quality management, risk management and maintaining the safety of both food and industrial products. The graduate is prepared to work on management systems, in particular in the quality department as a quality controller, internal auditor, representative of the quality management system, coordinator in food safety assurance and management systems (HACCP, ISO 22000). The graduate can also take a job as a product development specialist.

Graduates of the faculty can find employment in manufacturing enterprises of various industries and sectors of the economy, in the departments of design and development, marketing, quality and logistics, in trade and service companies, certification bodies for products and systems, research and measurement laboratories, government and local government administration.

The concept of education in the field of PQE is related to the mission and strategy of the Krakow University of Economics and consistent with the historical motto of the University: "Rerum cognoscere causas et valorem". The PQE study program assumes the combination of theoretical knowledge with practical skills so that the graduate of the faculty can function freely and creatively on the labour market.

The aim of the degree is to equip the PQE graduate with knowledge and skills that will allow him to develop and introduce new processes, products or services, as well as participation in all stages of the creation of products or services - from planning, implementation of appropriate research, through planning, development and implementation, to final control, preparation and testing of products and processes, monitoring of quality parameters of manufactured products / processes, giving opinions and active participation in new projects implemented in the company, conducting projects related to achieving savings, developing and implementing modern systems for evaluating products and services, active exchange of information with other departments (with production departments, quality department and marketing department), cooperation with offices and other organisations, e.g. conducting internal audits and preparing reports and presentations for the management board and for external needs.

The student has the opportunity to shape and develop their own interests thanks to the wide range of electives within the study program, as well as through active participation in the activities of numerous scientific circles operating within the Institute of Quality Sciences and Product Management. The concept of education in the field of PQE takes into account the principle of the need to deepen their knowledge throughout their lives, preparing graduates for self-education in every field of the social management process and valuing the professional abilities and market position of specialists from the point of view of the labour market.

The system of learning objectives and intended learning outcomes was built on the basis of the assumptions of the Polish Qualifications Framework system. For each subject, learning

outcomes are divided into 3 categories: knowledge, skills and social competences. The learning outcomes of the PQE degree were assigned to the area of education in the field of social sciences, with learning outcomes leading to obtaining engineering competences.

The Degree Intended Learning Outcomes for PQE have been approved by the resolution of the Senate of the Krakow University of Economics No. T.0022.12.2022, of 25.04.2022. Detailed data on the objectives and learning outcomes pursued in the course of studies in the field of study are included in the Subject Cards, which are available in the prk.uek.krakow.pl system.

Pursuant to Article 67(1) of the Act of 20 July 2018 – Law on Higher Education and Science and Article 8(9) and (10) of the Act of 22 December 2015 on the Integrated Qualifications System, students during their studies achieve learning outcomes in the field of knowledge (what the graduate knows and understands), skills (what the graduate can do) and social competences (for which the graduate is ready). For the second cycle PQE degree, the University has established ILOs, which are tied into of the effects of the Polish Qualifications Framework specified for level 7 (for second-cycle studies). Subsequently, academic teachers formulated the subject learning outcomes (until 2018 under the name "learning outcomes") achieved by students within individual subjects and detailing selected degree learning outcomes. A graduate of the programme must achieve all degree learning outcomes specified in the study program by achieving the subject learning outcomes within individual subjects.

Degree learning outcomes are subject to verification and updating at the stage of introducing changes to the study program. The last such change took place in 2021 at the time of the change of the study program and the transformation of Commodity Science into Product Quality Engineering, including the change of specialties at second-cycle studies. The introduced changes were evolutionary in nature and allowed for a close link between the effects of the Polish Qualifications Framework (level 7) and the learning outcomes implemented in Product Quality Engineering, which were then reflected in the subject learning outcomes. These effects form the basis for determining the scope of education content, their location in individual semesters and the sequential order of subjects.

Within the study programme, care was taken to ensure the gradation of learning outcomes at the level of individual semesters (subjects within the first semester common to all specialties provide knowledge, skills and competences necessary to implement subjects in subsequent semesters) and within individual subjects (learning outcomes from a less advanced level evolve towards an increasingly advanced level, as evidenced by the phrases "in an in-depth degree" e.g. in the formulation of learning outcomes in the field of knowledge).

The description of the intended learning outcomes for the field, level and profile of education takes into account the learning outcomes specific to a given field of study, level and profile of

education selected from the learning outcomes for the area or areas of education from which the field of study has been distinguished.

The study programme in the field of PQE is developed in accordance with the requirements of KUE specified. The design of the study program begins with the formulation of degree Intended Learning Outcomes, i.e. defining what the student should know, understand and be able to do after graduation. Degree ILOS are treated as superior to the study program, which is a description of the educational process leading to the achievement of the intended effects. This programme includes, e.g., study plans and a description of individual subjects of education. The consistency of the intended learning outcomes, the content of education and the teaching methods used is visible in the Subject Cards generated for individual classes carried out in the field of study in the PQF system. The subject cards are developed taking into account the form of classes, i.e. lectures, exercises, laboratories, seminars, seminars, internships and physical education classes. The content of the curriculum, supported by the literature indicated to the students, corresponds to the current state of knowledge and the subject of research conducted in the areas of knowledge, fields of science and scientific disciplines to which the learning outcomes relate. The content of the curriculum corresponds to scientific research conducted by employees conducting classes in the evaluated field of study. The scope of the degree content included in the curriculum is adequately comprehensive from the point of view of the intended degree learning outcomes. The subject cards contain the "subject implementation matrix", from which you can read how the given learning content implemented using specific teaching methods allows you to achieve the intended degree learning outcomes, consistent with the area learning effect. The construction of learning outcomes and connections between them makes it possible for students to achieve the intended outcomes. On the other hand, the indication of forms of verification of individual detailed learning outcomes in the subject cards ensures that it is possible to check the degree of achievement of effects by students. The latter is also facilitated by the inclusion in the subject cards of detailed criteria for the assessment of the learning outcomes in question.

The time provided for the implementation of the first-cycle study programme and the workload of students are measured by the number of ECTS credits assigned to the entire programme. The curriculum enables the student to obtain at least 30 ECTS credits to pass each semester. Elective courses represent at least 30% of the ECTS credits for individual study programmes. In accordance with the Resolution of the KUE Senate No. 52/2019, the total number of teaching hours at full-time 3-semester second-cycle studies is not more than 600. In addition, the full-time education program includes the need for the student to learn one foreign language in the amount of 60 teaching hours.

Studies in the field of PQE at the second degree level last 3 semesters and end with obtaining a Master diploma. The total number of teaching hours in this field of study is 600 hours, and the total number of ECTS credits to be achieved by the student is 95 points.

The curriculum for the second-cycle studies in the field of Product Quality Engineering (academic year 2022/2023) is centred around the specialities. The largest share (about 30-32%) among the forms of education used in the second degree of PQE are lectures. The total number of hours of this form of classes is, depending on the specialty, from 180-195 hours. Compared to the previous program, the number of lecture hours has decreased, mainly in favour of a new form of conducting classes, namely a seminar, which within the second degree is from 75 to 120 hours (which gives from 12.5 – 20% of all classes), depending on the specialty. The introduction of this form of classes was dictated mainly by the desire to increase the activity of students during classes, which in the case of lectures, especially conducted sentences (COVID effect) was significantly weakened. In the specialty Cosmetic Products Manager, a large share in the total number of hours of classes (27.5%) are laboratories necessary to shape the analytical skills of students of this specialty.

The PQE second-cycle study program currently offers 3 specialties: Product Sustainability Manager, Product Quality and Safety Manager, Cosmetic Products Manager. The total number of ECTS on all specialties is the same and amounts to 95, while there is a slight difference between individual specialties in the distribution of credits in the 2nd and 3rd semester (+/- 1 point). In addition, in the specialty Cosmetic Product Manager, more ECTS credits (15 ECTS) are assigned to elective subjects than in other specialties (13 ECTS).

- Product Sustainability Manager – the main specialty is to raise awareness and shape attitudes among future managers regarding the three factors of modern organisational development, i.e. in terms of respect for the environment, social progress and economic growth. The graduate gains knowledge about the design of environmentally friendly products and packaging and shaping the ecological characteristics of the product in the technological process in the production and post-production sphere, taking into account socio-economic factors. Program includes the following specialty subjects: Ecotrends in Materials & Raw Materials; Innovative Industrial Technologies; Competences of Sustainable Transformation Manager; Sustainable Products Designing; LCA Techniques in Product Development; Sustainable Development and Circular Economy in Product Management; Biodeterioration & Biodegradation of Materials; Ecologistics & Sustainable Packaging; Renewable Energy Sources; Marketing of Sustainable Products; Fund-raising for Environmental Projects; Environmental Management and Environmental Audit.

- Quality and product safety manager – the aim of the specialisation is to transfer knowledge in the field of quality management, risk management and maintaining the safety of both food and industrial products. The graduate is prepared to work on management systems, in particular in the quality department, as a quality controller, internal auditor, quality management system representative, coordinator in food safety assurance and management systems (HACCP, ISO 22000). Program includes the following specialty subjects: Dynamics of Product Quality Changes; Comparative analysis of the quality of industrial products; Authenticity of Food Products, Identification of Microbiological Product Hazard; Systemic Management of Product Safety; Implementation, Documentation & Certification of the Quality Management System; Creative Problem Solving in Pro-quality Managed Organisations; Service Quality Management, Analysing & Risk Management; Quality Costs Controlling, Packaging Safety and Quality Systems & Standards, Application of Quality Management Methods and Tools
- Cosmetic products manager – the aim of the specialty is to obtain qualifications enabling the management of cosmetic products throughout its life cycle based on knowledge of raw materials, technologies and forms of cosmetic products, requirements related to chemical and microbiological hazards of this group of products, methods of assessing the sensory and consumer quality of products as well as marketing and managerial aspects of market trade in cosmetic products. A graduate of the Cosmetic Product Manager specialisation is prepared to carry out professional work both in entities involved in production and marketing and marketing of cosmetic products. Program includes the following specialty subjects: Selected Aspects of Anatomy & Dermatology; Methods of Sensory Analysis of Cosmetics; Cosmetic Products & Raw Materials, Cosmetic Recipes; Microbiology of Cosmetic Products; Quality Assessment of Cosmetic Products; Packaging of Cosmetics; Marketing of Cosmetic Products.

When developing or modifying study programs, the recommendations of accreditation committees, mainly the Polish Accreditation Committee PAC, which periodically audits the fields of study conducted at the University, are taken into account. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the Communication of the Vice-Rector for Education and Students of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

The consequence of the pandemic is the inclusion of other forms of conducting certain classes in the study programmes. The number of lectures was limited in favour of seminars. The number of laboratory classes has also been limited, only to those subjects that are necessary to shape the analytical skills of students (especially the specialty Cosmetic Product Manager).

Subjects preparing students for independent, creative work were introduced and greater emphasis was placed on workshop classes, problem teaching and certified e-learning courses.

Syllabi ("subject cards") are developed for new subjects in cases of curriculum changes. Existing syllabi are monitored and modified as required.

The Institute of Quality Sciences and Product Management cooperates with the socio-economic and research environment. The Institute's priority is to provide high-quality education in close connection with practical skills.

As part of cooperation with companies, students of Product Quality Engineering can take part in student internships (obligatory and optional) or professional internships. This makes it possible to confront theoretical knowledge with practical knowledge, as well as to better understand and remember the material.

An important form of direct contact between the student and the economic environment are study visits as part of classes in practical subjects and the so-called guest lectures, i.e. classes conducted by practitioners, thanks to which they have the opportunity to get acquainted with various aspects of the organisation and functioning of enterprises.

Another form of cooperation are trainings ending with obtaining an appropriate certificate. The preparation of certified trainings takes place in consultation with employers' representatives who consult study programs and degree Intended Learning Outcomes (Institute students have the opportunity to obtain certificates of quality assistant and quality representative (PCBC) and Student-IPMA certificate (IPMA).

It is an increasingly common practice to write diploma theses by students in cooperation with companies or on their order. Thanks to this form of cooperation, companies can obtain research results at a small expense, while for the student it is a valuable practical experience, as well as potentially the possibility of employment in a given company after graduation.

The aim of international cooperation is to strengthen ties with existing foreign partners and to establish new contacts. The party initiating the conclusion of cooperation may be a college, institute or chair. Formalisation of contracts with new foreign partners is carried out by university-wide units of KUE – International Relations Office (IRO) and International Programmes Office (IPO), focusing mainly on activities related to the education of KUE students. An important aspect of internationalisation is student mobility within the framework of available exchange programs, i.e. Erasmus+, CEEPUS, bilateral and multilateral agreements. A special form of exchange under the Erasmus+ program is a double diploma, where after completing engineering studies, the student receives a diploma of KUE and a diploma of a selected partner university. It is worth paying attention to the fact that students of our field of study as part of

international exchange programs can study at universities offering the same direction or other direction – in this case, after returning, they are obliged to include program differences.

It is also important to increase the share of foreign students in classes, which in the case of PQE is not easy to implement, because in its current form the program is offered only in Polish.

Internationalisation also means the mobility of academic teachers who improve their teaching skills and language skills by conducting teaching activities for students at foreign universities, participating in trainings and international projects. On the other hand, PQE students can participate in classes conducted by academic teachers who come to the KUE as part of international exchange programs.

Institute students have the opportunity to obtain certificates of quality assistant and quality representative of Polish Centre for Testing and Certification (PCBC) and Student-IPMA certificate (IPMA).

Although a separate unit, the language instructors from the Language Centre contribute to the language education on the PQE degree. The high level of classes conducted by KUE Language Centre has been confirmed by granting this unit the international EAQUALS accreditation certificate (in 2018 and renewed in 2022).

In 2018, national accreditation was carried out with very good results.

The present accreditation is first international accreditation.

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As in the case of the first degree of studies, employers play an important supporting role in the development of the field of study and educational programs, which takes place through conversations undertaken during organised informal and formal meetings. This cooperation is based on contacts between academic teachers and various companies, e.g. through the implementation of joint research and development projects, in which students also take an active part and collecting information important in shaping curricula and the content of individual subjects, so that they meet the expectations of employers and the labour market. An important role is also played by the advisory team, which is the Business Council established at the College of Management and Quality Sciences. It supports activities in the area of development of fields of education, important for the region and the country, or supporting cooperation with

regional enterprises. The Business Council consists of external stakeholders representing enterprises and financial institutions, state bodies, local government bodies, scientific, professional and creative institutions and associations.

Other forms of cooperation are research projects and partnership/sponsorship Agreements.

Contact with graduates is not formal. It is based on individual contacts of academic teachers or members of scientific circles with them. They are invited to scientific conferences, seminars during which they share their work experiences and comments on useful competences on the labour market. Employees of the Institute conducting classes in the field of PQE annually obtain high student grades, being at the forefront of the University's employees. The average grade of detailed classes in recent semesters ranged from 4.4 - 4.6 and showed a clear upward trend. It is worth noting that the general grades of classes were significantly higher (in the academic year 19/20 for it was 4.84 and in 20/21 - 4.91).

In the verbal comments, the students emphasised the good substantive preparation of employees for classes, great commitment and good communication.

Students in the framework of the Master's studies are not obliged to undergo student internships. However, they have the opportunity to gain professional experience through work, voluntary student internships or by participating in projects and trips abroad e.g. as part of Erasmus. Such activity on the market will contribute to the deepening of their knowledge, skills and social competences in the field of studies, as well as allow them to experience how what they learned during their studies can be used in practice. Combining theoretical knowledge with professional experience will contribute to better preparation of students for the demanding labour market. Each practice is a chance to gain valuable experience, get to know the organisational culture of the company, face the responsibilities and challenges in the professional environment.

The system of verification of the degree of achievement of the intended learning outcomes is based on subject cards, information of the academic teacher on the achievement of the intended learning outcomes by students and analysis of student grades.

Each of the subject cards contains the "matrix of subject implementation", which show how the given content of education is implemented using specific teaching methods allows for achieving the intended degree learning outcome.

The information of the academic teacher on the achievement of the intended learning outcomes by students allows to determine the level of achievement by students of learning outcomes in relation to the assumptions adopted in the subject card in the field of knowledge,

skills and social competences and to identify conditions conducive to and hindering the implementation of learning outcomes within the subject, taking into account the extent to which the subject was conducted using remote work tools.

The Form Information of an academic teacher on the achievement of the intended learning outcomes by students is supplemented by academic teachers in the PQF system twice a year after the end of each semester of studies.

The analysis of data obtained from the completed forms indicates that in the analysed period students achieved the intended learning outcomes to a high degree. Similar conclusions are also provided by the analysis of grades obtained by students. The average of grades obtained by full-time students indicates a high degree of achievement of the intended learning outcomes and slightly lower in the case of part-time students.

Achieving a relatively high level of intended learning outcomes was largely related to the factors supporting this process, among which the selection of teaching methods and substantive content played an important role. Modern and traditional teaching methods and substantive content provided during the classes were to a large extent the lecturers' own choice, which may also prove that the academic teachers of the Faculty largely attributed the achievement of good results of education to their knowledge, work and skills. In the opinion of academic teachers, the organisational and technical background of education has also slightly improved, attention was paid primarily to the multimedia equipment of teaching rooms, their sound system, access and the possibility of using the Moodle e-learning platform as a tool supporting the teaching process, including the possibility of efficient communication with students. Attention was also paid to a properly arranged schedule of classes, cooperation between department employees, conducting lectures and exercises (mainly by younger employees of the Faculty). Among the factors supporting the educational process, the preparation of students and the number of groups played a small role. The involvement of students in the educational process was also one of the least frequently chosen factors. It was perceived by academic teachers in various ways – from participation in discussions, through the implementation of projects and active participation in classes – asking questions, to attendance at lectures, exercises and seminars. The creativity and ingenuity of students taking part in the classes were also pointed out. A factor supporting the quality of education was also the connection between the subject of classes and business practice.

In the next part of the study, factors hindering the implementation of the education process were identified. Academic teachers primarily included in this group the lack of interest of students in supplementing knowledge and active participation in classes, despite the use of activating methods. Another factor hindering the improvement of the quality of education was the

insufficient number of hours or the disproportionate division of classes into exercises and lectures, unfavourable technical and organisational conditions, hindering the achievement of the intended learning outcomes. Academic teachers mainly drew attention to the lack of Wi-Fi in lecture halls, inefficient equipment (projectors, microphones, computers in computer rooms), too small computer laboratories in relation to the number of some dean groups, too few computer and workshop rooms (with movable chairs), in relation to the needs enabling work in groups / teams and ensuring the proper implementation of social competences, quite often indicated in syllabi by Faculty. The choice of content and teaching methods did not play a significant role in this group. It should also be noted that the vast majority of the indicated factors hindering education were included in the reports from previous years. The conducted research indicates changes in the assessment of the implementation of learning outcomes, carried out by academic teachers of the Faculty.

The assessment of lecturers conducting classes in the field of study takes place in many ways, i.e. through the presentation of classes by their superiors, student assessment after each semester and in the form of periodic employee assessment, which takes place every 4 years. In the analysed period, review visitation of all forms of teaching classes were conducted regularly in accordance with the adopted principles. Visits concerned all academic teachers and were carried out in a planned manner based on a schedule approved by the Director of the Institute. The class visitation for an academic teacher took place at least once during the employee evaluation period or at the request of the Director of the Institute. Visits were based on a class visit card containing evaluation criteria. The results were used to improve the teaching process (they were part of the periodic assessment and were taken into account when casting teaching classes). In the analysed period, 19 visits were carried out in the academic year 2018/2019, 6 visits in 2019/2020 and 21 visits in 2021/2022. The average rating from class visits on the adopted scale (from 1 the lowest to 5 the highest rating) was high and amounted to 4.73, 5.0 and 4.76 in individual years, respectively.

The COVID-19 pandemic has not affected the number of class visits carried out or the resulting assessments. During the pandemic, visits were carried out remotely based on previously adopted principles, taking into account the specificity of the remote form of education.

An important method of quality control of education in the field of study was/is the annual report on monitoring the quality of education in the field of study prepared by the Institute Team for the Quality of Education on the basis of data obtained as a result of year-round monitoring of the quality of education.

2.2 Assessment for all study programmes

Designing and approving programmes at KUE is a comprehensive process that involves multiple stakeholders and focuses on ensuring that the institution's academic programmes are up-to-date, relevant, and aligned with the needs of the students and the industry.

The process involves a thorough analysis of the current academic landscape and an assessment of the institution's strengths and weaknesses. Based on this analysis, KUE identified areas where it needed to develop or enhance its academic programmes and services and also attract foreign students.

The institution has formed programme development teams, comprising faculty members, subject matter experts, industry partners, and other stakeholders, to design and develop new programmes or revise existing ones. These teams were responsible for identifying the learning outcomes, curriculum, and delivery methods for each programme, as well as ensuring that the programmes meet the needs of the students and the industry.

The programmes are subjected to a rigorous review process, which involves input from internal and external experts, and assessment against established standards and criteria. The reviews focus on ensuring that the programmes are academically rigorous, relevant, and aligned with the institution's strategic objectives.

In overall, KUE's process for designing and approving programmes focuses on ensuring that the institution provides high-quality academic programmes that are relevant, up-to-date, and aligned with the needs of the students and the industry. The process involves multiple stakeholders, rigorous review and assessment, and ongoing support and development.

The content of the degree programmes build on the defined entry qualifications and entry requirements and leads stringently towards the intended qualification goals. The programme designations are consistent with the specific programme content, and the selected degrees are appropriate in terms of content.

The individual majors and concentrations are targeted for each degree programmes to achieve the intended learning objectives and competencies for empowerment in the job market.

The teaching and learning forms used are varied and appropriate and adapted to the study formats. All modules are convincingly structured, taking into account the specified entry qualifications and qualification goals.

The teaching content offered undoubtedly enables students to take up a qualified occupation.

Student-centered teaching and learning is the focus of the curricula, which is ensured by a high degree of communication and close exchange between teachers and students. Students have the opportunity to choose from a sufficiently broad range of modules.

The structure, organization and implementation of the internships are very well regulated and logically structured.

The students attest a high degree of studyability and have reflected a high level of satisfaction in the interviews. The intensive support of students by a highly motivated faculty is common to all degree programmes and is certainly a significant factor in the demonstrably high attractiveness of the degree programmes.

The expert group makes the following recommendations for the further development of the study programmes and their curricula:

As part of the implementation of the internationalization strategy, all degree programmes should include courses taught in English.

The topicality of the curricula should be regularly evaluated and reviewed and, if necessary, transparently updated with current topics (Social Marketing, Artificial intelligence, Data Science/KI, Digital marketing, Sustainability). These contemporary topics should be emphasized more in the module descriptions of the study programmes.

Research results should be implemented more strongly in the curricula to further develop the study programmes.

2.3 Assessment for study-specific programmes

“Human Resource Management” (BA/MA)

The competition for talent is a major challenge for companies - strategically oriented human resource management is therefore crucial. With the two "Human Resource Management" degree programs offered, students gain extensive specialist knowledge and strengthen their leadership skills. Students learn about adequate procedures and instruments for personnel selection, employer branding activities and measures for employee retention - all of which are essential fundamentals of the course. The degree programs also integrate relevant content from the fields of law, IT, and business administration in order to provide a holistic understanding of HR management and prepare students for their future role in HR management.

The review panel proposes the following recommendations for the degree programmes:

Regular evaluations should be carried out to determine the extent to which students rate the demands placed on them and, if necessary, action should be taken to determine whether the academic level of the teaching content should be increased.

More cooperation in teaching should be created through practical contracts from industry and business.

In the elective area of the curricula, students should have to take current topics like diversity and sustainability. The teaching staff should therefore ensure that students do not have to avoid these in order to ensure employability.

“Marketing and Market Communication” (BA/MA)

The two degree programmes are basically aimed at students with a broad interest in communication, brands and media and an interest in analytical and strategic but also creative thinking: students acquire the skills to be able to develop holistic market-oriented communication strategies and concepts; to be able to build strong brands and to want to manage them successfully. The two degree programmes provide practical insights into the creative realization of marketing communications. The curricula offered focus on all communication instruments and also use the latest technologies from the fields of artificial intelligence (AI) and search engine optimization (SEO), among others. In this context specialized content topics of "Digital Marketing" should be included and explained more in detail in the module descriptions.

“Marketing and Market Communication” (MA)

The topics of the master's thesis should have an even greater research focus. This could pave the way for the expansion of the scientific mid-level faculty.

“Management” (BA/MA)

The two management degree programmes are broadly based and impart sufficient interdisciplinary knowledge. At the same time, they qualify students for fundamental corporate and management tasks. While the specialized studies train the students' professional competencies in business management, the context studies focus on the development of social and cultural competencies. Climate change, digitalization, disrupted supply chains - companies and societies are facing major transformative changes. The modern working world increasingly requires flexibility. Accordingly, the demands on managers are also changing at an ever faster pace. Yet, these global topics should be added more to the curricula in order to promote the internationalization of the degree programmes.

“Modern Business Management” (BA/MA)

Students gain a deep and critical understanding of modern business management, which requires coping strategies regarding volatility, uncertainty, complexity and ambiguity. In addition to this, you will experience critical impulses on the topics of leadership, business & data analytics as well as their own personal development. Megatrends such as globalization, digitalization, and cultural and social change are having a lasting impact on companies. In view of this change, professionals are needed who have in-depth business expertise and understand how business in general and companies in particular function. Therefore, more global topics should be added to the curricula in order to promote the internationalization of the degree programs.

“Product Quality Engineering (BA/MA)

Both programs offer a comprehensive and well-designed qualification for the graduates.

The curriculum of the Bachelor program is a good combination with modules which provides important general competencies and modules which cover more specific topics. The life cycle approach to quality for physical products and services is particularly noteworthy, especially with an emphasis on sustainability.

The traceability from the material used to the finished part throughout the entire production process is a central element of manufacturing companies. It is therefore recommended that aspects of batch management be added to the curricula from a technical and content perspective.

The master program focuses on all stages related to the design of processes, products, and services. Relevant topics such as sustainability are addressed well. Due to a wide range of electives within the program the students have the opportunity to set their own priorities and specialization.

The entrance requirements for the master program should be made even more specific and raised to ensure a selection of very good students. Among other aspects, very good English skills should be included as a relevant indicator in the entry requirements.

2.4 Conclusion

The criterion is **fulfilled**.

3 ESG Standard 1.3: Student-centred learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach

3.1 Implementation

The adopted concept of education at KUE assumes the acquisition of knowledge, skills, and social competences necessary for the effective performance of tasks assigned to workplaces and for functioning in a democratic society. Corresponding to its strategic goals, KUE cares for shaping the right attitudes of students and fosters a partnership relationship and cooperation with students. In particular, the adopted assumptions allow to shape such attitudes such as a sense of responsibility, work ethos and openness to the needs of other people.

The basic educational path at KUE includes full-time or part-time participation in classes on campus and remotely. Students can individualize their own educational and development paths by choosing specialties (specializations), elective subjects, languages at different levels, internships, and physical education classes.

In addition, students can participate in classes not included in the educational programme, i.e.: lectures conducted by domestic and foreign lecturers visiting the university, Rector's lectures conducted by invited guests, also from foreign universities, and lectures as part of conferences organized at the university or meetings of scientific clubs.

In addition, the regulations functioning in KUE allow for better adaptation of the education process to the diverse needs of group and individual students. The university offers an *individual educational path (ISE)*, according to §7 of the Regulations), enabling the implementation of the student's interests considering scientific care, if degree intended learning outcomes are achieved. Students can also implement an *individual study plan (IPS)*, according to §8 of the Regulations), consisting in the modification of their current study plan, by means of the postponement of classes, if the correct order of obtaining detailed learning outcomes is maintained and all degree intended learning outcomes specified in the study programme are achieved. The university has also *individualized the mode of classes (ITZ)*, according to §10 of the Regulations), where students can ask to be exempted from participation in part or in whole from selected classes in their current study programme and instead obtain credits on dates agreed with the lecturers until the end of the student's settlement period.

In accordance with the degree of individualisation of educational paths, the *Regulations of Higher Education* at KUE also allow for students to study in two specialities (§9 of the Regulations). In addition, students have the right to apply for transfer to another field of study, to another university, or to undertake studies abroad (§13 of the Regulations). They may also

change the practice, laboratory, and conversation group (§17 of the Regulations), moderate the duration of studies, and take leave (§16 of the Regulations). All these opportunities guarantee the adaptation of the learning process to the diverse needs of students and predestine for the individualisation of learning paths.

The University has an appeals policy: The Student Parliament provides a Student Ombudsman, tasked with representing the interests of students through.

As part of the classes, in addition to standard tools, lecturers also use innovative, motivating teaching methods: mind mapping, brainstorming, design thinking, multi-criteria analysis, business game, simplex on-line, Gretl, EMS, MaxDEA, ITCube, CRM programmes, ERP class system laboratory, Kahoot, analysis in the Statistica programme. Some of these methods require IT support, which is provided by computer labs, available to students also outside of class hours. Each student has the option to install the full Office 365 suite and Statistica. In connection with the implementation of a large part of teaching classes in a remote form, students can take advantage of the support of the e-Learning Centre (transformed in 2021 into the Laboratory for the Development of e-Teachings, Technology and Multimedia in Teachings operating as part of the Team for the Development of Teachings and Research in Teachings functioning in the structure of the Centre for the Quality of Education). Methodological and technical care over the activities of teachers and students on the e-Platform is provided by the Centre for the Quality of Education and it coordinates all e-educational projects at KUE, based on internal university law.

The education process, the MOODLE platform is used, where certified classes are conducted and information from the lecturers is posted. Students also have their own information space "Student guide to remote work" and "e-Classes". Consultations with the lecturers are carried out in a stationary or remote form (MOODLE, MS Teams). The high quality of education with the use of IT tools was achieved thanks to the implementation of the KUE Hub project. University teaching hub, co-financed by the European Union – 26 teachers conducting classes at the Institute of Informatics, Accounting and Controlling participated in trainings, including three completed a 16-week complementary training (*Blended Learning*). The university also provides support to students during the sessions.

The BON website (<https://bon.uek.krakow.pl/>) and the main library website (<https://bg.uek.krakow.pl/>) are adapted to the needs of people with visual disabilities. BON ensures that teaching materials are adapted to the needs of students. In the Office you can rent voice recorders, enlargers and monoglasses. At the headquarters of the Association of Disabled Students, the Plustek OpticBook 3600 Plus scanner with the necessary software is at the disposal of students. For the needs of students who have classes in computer laboratories, there are stands equipped with the Lunar Plus magnifying and sound programme.

In the building of the Main Library, students with visual disabilities have at their disposal specialized learning positions.

Information on study programmes is available at: <https://planystudiow.uek.krakow.pl/>. It is a public website containing study plans with a grid of hours and subject cards (syllabi). After selecting an interesting field, e.g. Management, at a given degree and indicating the semester of the year in which the student started his studies, links to current study plans by specialty are displayed for a given cycle of education. The information can be downloaded in HTML or PDF format.

Study plans are updated annually for the winter semester. Subject cards are updated on an ongoing basis as needed, at least once a year. Updates of study plans in the subjects and seminars chosen by students are made each semester of the academic year.

3.2 Assessment

The KUE employs a broad spectrum of teaching and learning methods, ensuring that students have access to a rich array of instructional approaches. These methods include traditional in-person lectures, e-learning platforms and remote learning tools. This diversity allows students to choose the learning mode that best suits their needs and preferences. It's worth noting that the incorporation of various teaching methodologies aligns with the principles of modern education, where adaptability and choice are paramount.

Students, on their part, are granted substantial agency in the continuous improvement of teaching approaches. They enjoy direct communication channels with their professors, allowing them to voice complaints or suggest improvements, creating a culture of openness and responsiveness. Students play a pivotal role in the ongoing enhancement of teaching approaches within the university. They are granted not only the right but also the opportunity to actively participate in shaping the educational process. One notable aspect is the establishment of direct and open communication channels between students and their professors. This accessibility empowers students to not only voice concerns or critiques, but also to proactively suggest improvements. This dynamic interaction fosters a culture of transparency, openness, and responsiveness within the academic community, where feedback is not only encouraged but highly valued. This collaboration between students and educators not only ensures a student-centric approach to education but also facilitates continuous improvement by integrating real-time insights and perspectives into the teaching and learning experience.

The university's regulations and documentation regarding assessment are notable for their explicit definitions of assessment criteria and methods. These well-defined guidelines ensure that the assessment process maintains a high level of consistency and reliability. The assessment formats employed by the university exhibit a strong alignment with the intended learning

outcomes of the programmes. This alignment ensures that students' evaluations are closely tied to the knowledge and competencies they are expected to acquire. Such alignment significantly contributes to the overall reliability and validity of the assessment process.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

4.1 Implementation

KUE admission policies, following national regulations for state universities, must be defined, approved, and published at least one full cycle (year) ahead of recruitment. Most degrees are offered based on state scholarships and are free to the students – the university defines the desired intake cohort size, beyond which candidates are usually redirected to other degrees or rejected. Some programmes (especially in English) are tuition-based, and entrance limits are related to maximum teaching staff capacity). Tuition levels are restricted by financing principles that affect public universities.

Admission follows formal regulations, with special consideration given to national and international differences.

- For entry to undergraduate programmes, a high school diploma is required, and certain points are assigned for achievements – entry is based on total points obtained;
- For entry onto graduate programmes, a Bachelor degree is required;
- For entry onto doctoral programmes, a Master degree is required.

Information on the conditions of admission to studies is publicly available on the main recruitment page <https://studiuj.uek.krakow.pl/rekrutacja/>. The extensive website is addressed to candidates for studies at KUE. It also contains a synthetic guide to the degrees and specialties offered at KUE. In addition, candidates can find information on material assistance for students, detailed information about student dormitories and the rules of accommodation in them, student exchanges abroad and the location and possibilities of travel to the campus of KUE. The information is updated before each recruitment. Guidelines for changes in information are prepared and reported by the administration involved in the recruitment process. Besides infor-

mation online, the university also organizes an *Open Day* annually where interested candidates can get information on all programmes and meet with students and employees of the university.

The second source of information is the *Candidate Recruitment Website* – a part of the website is only available after logging in. The website presents the current recruitment offer of the university. After choosing a degree, information is available on e.g., eligibility rules, applicable dates, and seat limits. The website is updated according to the recruitment schedule.

4.1.2 Progression

Administrative services for students are provided by the Dean's offices and substantively appropriate units of the university's administration. Administration of matters related to student service is carried out through the *USOS* IT-system, which is used to manage the progression of studies. The system includes an employee and student module. The student module allows for:

- **checking** the schedule of classes, grades and credits obtained, as well as attaching completed subjects to the implemented study programmes,
- **enrolling** in classes, exams, registration for seminars, electives, and
- **submitting** selected applications and statements to the Dean's Office and monitoring the course of their implementation.

The *Moodle* system (<https://e-uczelnia.uek.krakow.pl/>) supports the communication between academic teachers and students. It allows teachers to provide information regarding, for example, tasks or tests. Some of the activities related to the transfer of information can be automated and the system enables two-way communication.

Schedules of classes are arranged in the *Apollo system*; timetables are planned by the *Schedules Section* in the *Teaching Department*. Classes are held in accordance with the schedule, which is also published on the university's website (<https://planzajec.uek.krakow.pl/>) at the latest one week before the beginning of the semester (§ 4 point 5 of the Regulations of Studies). For full-time studies, classes are held from Monday to Friday, from 8.00 a.m. to 9.00 p.m. Part-time classes take the form of three-day (from Friday to Sunday) "sessions", usually scheduled every two weeks. To ease participation in classes for students who often live outside Krakow and holding a job, teaching on Fridays starts no earlier than at 3.45 p.m., and on Saturdays and Sundays – at 8.45 a.m. Classes are planned with 15-minute breaks and a lunch break.

Students with disabilities are served out of turn based on a document issued by the *Office for Persons with Disabilities* or a person with a disability card. Students with disabilities are cared for by the Office for Persons with Disabilities.

If students face problems in implementing their studies (lack of credits, absence from classes) teachers seek contact with the student (telephone contact, e-mail, fellow students). A special role in this respect is played by regularly trained *Plenipotentiaries for Persons with Disabilities* appointed in the departments to pay special attention to students with disabilities and students in need of support. Identifying the problem allows the student to indicate the possibility of help that he can get at the University, e.g. in the *Office for Persons with Disabilities* or in the *Psychological Support Centre* offering help in the field of emotional problems and psychologically difficult situations in studying and other spheres of life, as well as in the form of counselling in the search for psychotherapeutic care or health promotion.

The university has a clearly defined procedure for the passing or failing of the semester and entry to the next level of studies. The decision is made by the director or his deputy. In case of failure, there may be a conditional entry to the next semester, with the repetition of one subject, permission to repeat a semester or year of study, or removal from the list of students. Progression to the next semester and the next year depends on students not failing more than 3 subjects (rule defined in the KUE Study Regulations). However, analysis of student progression faces certain difficulties – the non-proprietary university management system struggles with transparent progression data provision – KUE is aware of this and in 2022-23 is developing proprietary solutions for data provision and analysis that will assure comprehensive overview of progression statistics and issues.

4.1.3 Recognition

Several digital administration systems support a smooth education process for students. Lecturers issue final grades, which they introduce into the *USOS* system, where they are visible to students and employees of the Dean's office. The next step is for the examiner to print the protocols and forward them to the Dean's office. They are an integral part of the documentation regarding the education process. Finally, the *Student's Periodic Achievements Card* is printed, which is a collective summary of the number of ECTS points and grades obtained by the student at a given stage of studies. The card contains the date and signature of the person conducting the examination or credit, as well as the date and signature of the Rector (or a person acting under the authority of the Rector), confirming the verification of the student's achievements. The information contained in the cards is the basis for entry into the next semester of studies.

4.1.4 Certification

Graduation and degree awarding is dependent on completion of all subjects, obtaining all credits in the curriculum, completing required internships, writing, submitting, and defending a dissertation. Detailed rules are outlined in the *KUE Study Regulations*. Graduates receive a

Polish-lingual degree from *Krakow University of Economics*, topped with the national seal (Polish state crest of an eagle) and a *Transcript of Records (Diploma supplement)* that includes the subject, credits and grades obtained, as well as additional information. Both documents can be provided in English upon request by the graduate. Degree documents are printed for KUE following a formal approved design and are “documents of formal control”, whose storage and issuing is monitored and registered by appropriate university units.

4.2 Assessment

The university takes significant strides in upholding a clear and transparent admission process. Admission requirements are clearly defined, offering prospective students and stakeholders a comprehensive understanding of the prerequisites and procedures involved. This not only fosters confidence, but also ensures that the admission process is fair to all who seek to embark on their educational journey.

A hallmark of the institution's commitment to educational excellence lies in its effective utilisation of processes to collect, monitor, and respond to information related to student progression. This dedicated focus on monitoring student advancement reflects the university's desire to support students throughout their academic journey. The university diligently adheres to appropriate recognition procedures. Notably, these procedures conform to the Lisbon Recognition Convention, signifying the university's commitment to international standards. This alignment ensures that qualifications obtained at the university are not only locally recognized but also hold global relevance, providing students with valuable credentials in an increasingly interconnected world.

The institution demonstrates a laudable commitment to excellence across a spectrum of aspects. The noteworthy clarity and transparency in the admission process, the effective support for student progression, the adherence to recognized international standards in recognition procedures, and the provision of informative graduation documents all reflect the university's unwavering dedication to its educational mission. These strengths are particularly commendable, leaving minimal room for optimization or critique in this evaluation.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

Teaching and teaching-research staff at KUE must meet the requirements set out in the *Act on Higher Education and Science* of July 20, 2018, *Law on Higher Education and Science* and the *Statute of the Krakow University of Economics* and must have appropriate education and teaching/research profile in the discipline or area. Candidates are assessed by a recruitment committee, and the entire recruitment process is public.

5.1.1 Staff numbers

Human Resource Management (BA)

For the Bachelor study programme, three Full Professors, eight Associate Professors, thirty-one PhD-Lecturers and four Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Human Resource Management (MA)

For the Master study programme, six Full Professors, eleven Associate Professors, fifteen PhD-Lecturers and three Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Marketing and Market Communication (BA)

For the Bachelor study programme, three Full Professors, twenty Dr Habil. Lecturers, over sixty PhD-Lecturers and three Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Marketing and Market Communication (MA)

For the Bachelor study programme, three Full Professors, eighteen Associate Professors, over sixty PhD-Lecturers and five Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Management (BA)

For the Bachelor study programme, two Full Professors, over twenty Associate Professors, over sixty PhD-Lecturers and ten Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Management (MA)

For the Bachelor study programme, one Full Professors, over twenty Associate Professors, seventeen PhD-Lecturers and four Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Modern Business Management (BA)

For the Bachelor study programme, two Full Professors, over twenty Associate Professors, over nineteen PhD-Lecturers and five Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Modern Business Management (BA)

For the Bachelor study programme, two Full Professors, six Associate Professors, over nineteen PhD-Lecturers and three Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Product Quality Engineering (BA)

For the Bachelor study programme, five Full Professors, seventeen Associate Professors, over thirty PhD-Lecturers and seven Lecturers at Master (MA, MSc, MEng) Level are involved in teaching the study programme.

Product Quality Engineering (MA)

For the Bachelor study programme, two Full Professors, ten Associate Professors, over teen PhD-Lecturers are involved in teaching the study programme.

5.1.2 Recruitment and development of staff

The university has a staff policy that is clearly defined, and its procedures are publicly available and implemented. The Rector is responsible for the personnel policy at the university, but the dean of the college is the superior of the college's employees, formulates and implements the policy for the development of the college scientific staff. This policy, in relation to academic teachers, is implemented in accordance with the *Act on Higher Education and Science* of 20 July 2018, the *Statute of the University*, relevant resolutions of the Senate and the orders of the Rector.

Recruitment for the positions of academic teachers takes place through competitions announced in the *Public Information Bulletin*. The rules and procedure of the competition are regulated by the *Act on Higher Education* and the *Statute of the University*, and detailed guidelines are included in the Order of the Rector of the *Krakov University of Economics*. Recruitment is conducted in accordance with the principles and guidelines contained in the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers*. In 2020, the *Krakov University of Economics* received the *HR Excellence in Research* distinction.

Recruitment of academic teachers is conducted by the *Commission for the development of scientific staff* at each college. It acts as the competition committee. The committee is headed by the Dean of the college or its deputy. In addition, the head of the department in which the

competition was announced is invited to the meeting of the committee, with the right to ask questions to candidates. After the meeting of the commission, minutes are drawn up in which the members recommend the admission of one of the candidates. This document is then presented to the Rector, who makes the final decision on whether to accept the indicated candidate.

The development of teaching competences of the staff is summarized in a new programme called *The school of fundamentals of academic teaching*, which is administratively supervised by the *Centre for the Quality of Education*. A *Teaching Excellence Fund* was created under the *Vice Rector for Education and Students*, whose aim is to support the improvement of teaching competences of the university's employees participating in the education process and to improve the quality of education at the university, through the development and modernisation of the methodology and forms of conducting teaching classes. Staff can participate in projects improving the competences necessary for the effective implementation of classes. The main areas of improvement include: (1) the use of information technology in teaching, (2) improvement of methodological competences, (3) improvement of individual competences, building the potential and effectiveness of employees, (4) teaching and supporting people with disabilities, (5) improvement of competences related to the subject of classes. The fund also supports the purchase of equipment and software for the implementation of modern methods of education and finances research and publications.

The main objective of the teaching development policy is to enable continuous improvement of the teaching staff by enabling the implementation of national and international teaching projects. Teaching skills are improved by means of courses, trainings and internships, participation in teaching workshops, creating conditions for teaching exchange of staff between domestic and foreign academic centres, e.g., as part of the Erasmus+ programme.

5.1.3 Scholarly activities

The university authorities support and motivate the staff for scientific development, using for this purpose internal programmes and relevant legal regulations. These include, for example, the Rector's awards for scientific, teaching, and organisational achievements (reviewed by the Council of the College and the relevant Senate committees). The *Fund for Scientific Excellence* was established with four internal grant programmes: *Prologue*, *Potential*, *Research Excellence Programme* and *Publication Activity Support Programme*.

The scientific development policy adopted at the college results from the assumptions of the strategy of the *Krakow University of Economics* for the years 2021-2024. The main objective of the implemented scientific development policy is to strive for research excellence. The activities undertaken in this area are aimed at guaranteeing researchers and doctoral students

appropriate conditions to conduct research work and creating opportunities for the publication of their results in reputable journals. KUE authorities support the initiatives of employees regarding the organisation of conferences, enable the use of doctoral and scientific leave in line with KUE work regulations.

Currently, each faculty member is assigned a score reflecting her/his research outcome, based on which she/he can obtain various benefits, including, among others, a 50-hour reduction of the yearly teaching load for participating in EU- or Polish government-funded research projects. In addition, further reductions can be granted by the Rector on a discretionary basis, and faculty can apply to a sabbatical year under Polish law.

5.2 Assessment

The teaching staff at KUE is composed of highly qualified and experienced professionals who are committed to providing students with a high-quality education. The institution's rigorous hiring process ensures that only the most qualified and experienced individuals were selected to join the teaching staff. KUE's teaching staff is committed to creating a learning environment that is engaging, interactive, and student-centered. They use a variety of teaching and learning methods, including lectures, discussions, case studies, group projects, and experiential learning, to ensure that students have opportunities to engage with the material and to apply their learning in real-world situations.

In addition to their teaching responsibilities, KUE's teaching staff is also actively involved in research and other scholarly activities. They are encouraged to engage in research and to publish their findings in leading academic journals, which helped to enhance the institution's reputation and to provide students with access to the latest research and knowledge in their respective fields. KUE actively participates in and coordinates a range of Erasmus+ projects, which is a good source for staff training, including elaboration of study materials and implementation of novel teaching methods. Staff members also make use of Erasmus+ mobility grants to visit colleagues from all over the world.

Finally, KUE's teaching staff is committed to providing students with individualized attention and support. They provided academic advising, mentoring, and tutoring services to help students succeed in their programmes and to achieve their academic and professional goals.

Attention to safety and well-being of staff (and students) is existent but could be more streamlined and communicated in a more active way. For instance, for international programmes, safety instructions at the lab should also be available in English.

In overall, the teaching staff at LUE is composed of highly qualified and experienced professionals who are committed to providing students with a high-quality education. They create a learning environment that is engaging, interactive, and student-centered.

For the further development of the study programmes, the expert group advocates the following recommendation:

- As part of the implementation of the internationalization strategy, special attention should be paid to the language skills of the teaching staff and administration, and permanent opportunities should be created to ensure that English language courses can be attended regularly.

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

KUE operates within one, dedicated campus in the centre of Krakow. Classes are delivered on the existing infrastructure, which is formed by the campus of the *KUE*, with a total area of 71,722m² located at 27 Rakowicka Street in Krakow. Both the campus and the facilities are the property of the University. The campus is in one fenced area in the central part of Krakow in the immediate vicinity of railway and bus stations. The campus is also well connected with other parts of the city.

The campus consists of academic buildings in which there are: lecture halls, practice rooms, language laboratories, computer laboratories, sports facilities. Eleven of twenty buildings have a teaching function. The remaining buildings are intended for administrative, warehouse, and economic services. The teaching facilities are located on the main campus at 27 Rakowicka Street (Main Building; Pavilions: A, B, C, D, E, F, G and H; Teaching and Sports Pavilion, including sports hall, courts, playground, gym and swimming pool, Library Building; Ustronie Pavilion; Building "Księżówka"; The "Stróżówka" building), as well as at 16 Rakowicka Street and at 4 and 5 Sienkiewicza Street.

Classes are held in almost 300 teaching rooms equipped with multimedia equipment. These are lecture halls, practice rooms, seminar rooms, scientific and teaching laboratories, computer, and language laboratories. The rooms are equipped with modern audio-visual equipment (multimedia projectors) and Internet access, air conditioning (selected rooms), as well as an appropriate sound system connected to button-pin microphones.

In the sports facilities on the campus, physical education classes are carried out and the training of teams belonging to the Sports Association. The sports and entertainment hall with an area of 1,400 m², with the possibility of dividing into three sectors, with 880 seats in the stands has full-size courts for 45 games in basketball, volleyball, handball, indoor ball, badminton or tennis. There is a swimming pool and a gym.

6.1.2 Library

The Main Library, as an auxiliary unit in the teaching process, has a rich collection of books, journals, electronic documents, and specialized databases, thematically related to the scientific disciplines taught at the university. These are mainly materials in the field of economics, management, marketing, finance, law, administration, as well as computer science and technical sciences. It also has a collection of dictionaries and general scientific guides.

The collections of the Main Library and three departmental libraries, constituting the KUE library and information system, include:

- 314 344 volumes of compact publications;
- 55 854 volumes of continuous printed publications.
- In addition, the Library currently provides access to:
- 33 744 titles of electronic journals;
- 471 060 e-books;
- within 154 databases (bibliographic, full-text, factual, statistical, multimedia).

In addition to databases made available under a national license (EBSCOhost, ScienceDirect, Springer Link, Wiley Online Library, Scopus, Web of Science), the Library has access to journals, books, legal acts as well as financial and statistical data under the following subscriptions: EBSCOhost (a package of books and journals purchased outside the national license), Emerald, Oxford Journals, Cambridge Journals, JSTOR, IBUK Libra, Lex, Legalis, Inforlex.pl. Expert, EMIS Intelligence Region, Orbis, CEIC Data, Passport GMID, OECD iLibrary.

Remote access is guaranteed to all KUE employees and students with an active library card. The library is accessible until late evenings, providing reading rooms and 350 places to use the facilities including 35 places adapted to students with special needs.

6.1.3 IT Infrastructure

IT infrastructure is based around three server rooms where data are processed and collected. Fibreoptic connections at a speed of 10 Gb/s run to all buildings located on the campus. The university's employees have the possibility to use computers with high computing power, which

can be used for scientific work. Connections to endpoints (sockets in rooms) are made via the Ethernet standard. The network speed, depending on the devices used, ranges from 100 Mb/s to 1000 Mb/s. Data from IT systems are stored on three HPE disk arrays with a total capacity of approximately 40TB.

Teaching and learning are supported by tools enabling online communication, such as *Zoom* and *MS Teams*. Due to the introduction of the Office 365 platform, online communication during classes is supported primarily by MS Teams. The application is also used for oral exams. The Moodle platform (currently ver. 3.11, <https://e-uczelnia.uek.krakow.pl/>) is used to provide tasks, and to collect work on projects, presentations, and other student work. It is professionally managed, providing individual accounts (i.e., personalised and authorised access) to all students and academic teachers of KUE (accounts are created automatically using university-wide personal databases).

All students have Wi-Fi access (<https://ci-pomoc.uek.krakow.pl/pl/student/wifi-stud-pl>) and access to all KUE digital systems and resources, as well as being able to communicate with KUE units online.

An additional resource of the *Institute of Management* is a computer laboratory in the *Department of Accounting*. There are 27 computer stations available in the laboratory. Thanks to the agreements concluded by KUE with *Comarch S.A.* and *Symphony*, the laboratory has been equipped with licensed educational versions of the following programmes: *Comarch ERP Optima* (modules Commercial Book, Tax Book, Payroll and Human Resources, Cash and Bank, Fixed Assets) and *Symphony* (modules Finance and Accounting, Human Resources and Payroll, Small Accounting, Trade, Financial Analysis, Fixed Assets, Invoice, e-Declarations).

6.1.4 Student support systems

The authorities of the university and the institutes attach great importance to the development and improvement of infrastructure and services. Monitoring and activities related to the development of infrastructure are undertaken on an ongoing basis. Students have access to a wide range of support services.

The *Centre for Student Services* (<https://cos.uek.krakow.pl>) was created in 2023 which is the centralised students service unit taking over duties previously assigned to different Dean's Offices. Divided into two sections: undergraduate (<https://cos.uek.krakow.pl/biuro-studiow-i-stopnia/>) and graduate programmes (<https://cos.uek.krakow.pl/biuro-studiow-ii-stopnia-i-jednolitych-magisterskich/>), the office provides all administrative services to students.

The *Office for People with Disabilities (BON)*, (<https://bon.uek.krakow.pl>) provides a comprehensive system for all persons with disabilities giving support throughout the student's and employee's lifecycle at *KUE*. The university has installed appropriate driveways, elevators, and sanitary facilities. All students with disabilities have equal access to the educational content of the *KUE* by offering advice and guidance for prospective and current students who declare their disability, coordinating a wide range of services to ensure that these students receive adequate support while studying. The *BON* also offers free psychological consultations to all students of *KUE*.

The *International Programmes Office (IPO)* and *International Relations Office (IRO)* support the internationalization of the university by coordinating exchange programmes (Erasmus+, CEEPUS, Visegrad Fund, bilateral agreements, and many others) and by running many international projects with partners from all over the world. The *KUE Welcome Centre* operates for international students (<https://uek.krakow.pl/welcome-centre-uek>).

Student research efforts are organised around 40 scientific clubs, that are located within departments and institutes and are all coordinated by the *KUE Council of Scientific Clubs* (<https://rkn.uek.krakow.pl>). In the process of education, students have access to counselling, internship support, supervision support and a range of handbooks, such as the dissertation handbook or final defence regulations.

The *Language Centre* organizes foreign language courses at all levels for *KUE* students and preparatory courses for recognized certificates (LCCI, TELC, CCIP).

The *Academic Career Centre (ACC)* supports students in the organisation of apprenticeships, internships, and job placement. The aim of *ACC* is to help *KUE* students and graduates in planning and shaping their professional careers. Its main tasks include acquiring and sharing of job offers, organization of (international) internships, Job Fairs and online trainings and workshops (including the *Online Development Academy*), individual career counselling, maintaining cooperation with potential employers and companies for the implementation of joint projects addressed to students, online cooperation with intermediaries of foreign internships under Erasmus+ Space.

The *Unit for student and doctoral residence issues* (<https://uek.krakow.pl/pracownicy/dzial-spraw-bytowych-studentow-i-doktorantow>) provides social support in terms of funding (reimbursement of state funds) and access to dormitories; the university owns dormitories (<https://uek.krakow.pl/studenci/domy-studenckie>) and supports students in obtaining places in external dorms;

KUE has a vibrant sports community with a range of clubs and team sports, organised through the *Academic Sports Association* (<https://azs.uek.krakow.pl/sekcje/>).

Among the numerous infrastructure investments that have recently been implemented on the Campus of our University, the central place is occupied by the modern KUE Forum, which was put into use on 18.06.2021. Under the building, in turn, parking spaces for over 50 cars were also prepared (in the form of an open garage). As a platform for year-round events, such as fairs, exhibitions, concerts, as well as an enclave offering opportunities for passive and active rest in the fresh air, the Forum space can be adapted to specific requirements – e.g. by installing sports fields for basketball, volleyball, tennis and table tennis tables, as well as an activity zone for other types of exercise, such as outdoor games. The Forum is to encourage employees, students and guests to integrate, so that the dynamics of university culture are visible not only from the perspective of lecture halls, but also through recreational spaces and other active fields encouraging both to various functioning in the life of the University and to influence through physical and intellectual activities outside. The entire complex has been supplemented with a back-up building containing rooms for storing sports equipment, warehouses and toilets, including for people with disabilities.

A mentoring project is functioning, capped with an annual *Mentor of the Year* award (<http://www.mentorzyuek.pl>) and, at the level of institutes and departments additional support is available.

Students and staff have access to medical facilities in a private medical company contracted by KUE to provide monitoring and medical services (<https://scanmed.pl/jednostki/przychodnia-rakowicka-16/>). Food is provided by a range of commercial entities operating on the campus.

The general rules for student internships are set out in § 20 of the KUE Regulations of Higher Education constituting an annex to the KUE Senate Resolution No. 45/2019 of 8.07.2019, while the exact guidelines are specified in the Ordinance of the KUE Rector No. R-0201-26/2018 of 13.06.2018 on the detailed organisation of student professional internships, and details the study plan. The ordinance defines the rules for completing and crediting professional internships, tasks and responsibilities of internship supervisors and templates of documents related to the internship, i.e.: internship contract, report on the course of practice, application for crediting as a professional work / internship / volunteering practice.

Guidelines for internships are also published on the website of the KUE Academic Career Centre. The undertaking of internships begins with the student submitting to the supervisor of the internship a proposal for a selected place of internship. After accepting the place of internship, a contract is concluded, which is of a tripartite nature: it is signed by the student – apprentice, organizer of internships and by a representative of the University, who is the Head of the Department, in which the internship supervisor is employed. Completion of internships is carried out on the basis of a practice report, containing a description of the tasks carried out by the student during the internship, information on the acquired knowledge and experience,

which is confirmed by the representative of the unit that is the organizer of the internship. After reading the practice report, the internship supervisor during the conversation with the student (apprentice) gets acquainted with the current state of the student's knowledge in the field of activities described in the practice report and verifies the scope of achieving the objectives of the subject and the learning outcomes obtained, comparing them to degree learning outcomes. Verification of learning outcomes obtained during professional internships takes place twice – at the level of the university and the employer. Acceptance of the completed practice report is the basis for its completion, registered by the internship supervisor in the USOS system.

6.2 Assessment

KUE's infrastructure and staff for teaching and learning are appropriate and sufficient to achieve the qualification goals of the programmes. The buildings are large and well-kept. There is special attention paid to the accessibility for students with disabilities. The teaching staff involves professors and tutors highly specialized regarding the cohesion of their fields of expertise with the offered syllabus and the scientific disciplines of the accomplished research. The supervisory/administrative staff are highly qualified in supporting the learning process and aiding when necessary. However, life-long training is always a good practice in order to get familiar with the recent developments in higher education.

The provision of learning materials and support with regards to heterogeneous student body, student-centred learning and flexible learning is adequate since KUE prioritizes gender equality and diversity as per its policy. The university has all facilities of Social Care for Students with Disabilities and designates Faculty Advisors in each academic department. These advisors assist students with disabilities regarding their academic concerns, bridging the gap with other faculty.

The variety of teaching methods including traditional face-to-face learning and online learning platforms meet the educational needs of students. The students access e-classes for learning content, communication, assignments, projects, and other supplemental material. The classrooms are well-equipped with digital projectors and cameras to ensure that meetings and distance learning lectures are seamless.

The use of KUE's digital services, libraries, restaurants, sports centres, and IT support ensures the constant support of students. The library is easily accessible and provides books, scientific journals, and online material. Free entrance and downloading of databases for the students is also provided via institutional connection. Moreover, the library is equipped with cutting-edge tools for students with special needs.

Students' mobility is supported on a central level and is adequate. Technical staff is being trained through involvement in research projects and mobility.

In overall, for all study programmes the facilities and equipment are appropriate for meeting the learning objectives of each study programme with emphasis put on students having possibilities to receive hands on experience in their field of study.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

During the last 2 decades, *KUE* has amassed a range of computer systems necessary for management of its operations. As of 2022 there is no single all-encompassing digital management system. Many solutions are external, such as the *USOS* system, while some are proprietary solutions developed by *KUE*. The backbone of *KUE* information management is formed by two systems:

1. *USOS* university management system, a non-proprietary solution developed by a consortium of Polish universities for their use, organised according to the requirements of the Polish oversight bodies and allowing the export of data to the *Integrated Network of Information on Science and Higher Education* (POL-on) of the Polish government. *USOS* collects:
 - Student personal data
 - Student academic performance (grades, progression)
 - Student administration (applications, payments, etc.)
 - Student mobility and internships
 - Class evaluations
 - Organisation of the academic year
 - Organisation of teaching

POL-on is the most extensive repository of data on Polish science and higher education, collecting all data on the current functioning of the university. The system was built and maintained by the Information Processing Centre – National Research Institute, which collects and makes available current information about Polish science, conducts research on the activities of scientific institutions, higher education units and organisations supporting technology transfer.

The system provides data for the purposes of official statistics for the *Central Statistical Office*, electronic reporting of universities and scientific institutions, collecting diploma theses, supporting the assessment of the quality of education, providing objective information on science and higher education for students, candidates for studies, academics and entrepreneurs, reliable assessment of scientific potential and rational disposal of funds for science and higher education.

The data is also transferred into the *Public Information Bulletin (BIP)*, a website on which *KUE* publishes information required by Polish law, including among others information about the registers, records and archives kept and about the ways and rules for making the data contained therein available.

2. The *Moodle* virtual learning environment, through which *KUE* delivers its online content for all organisational units providing teaching (containing curricula, syllabi, ILOs, student software like Office 365).

7.1.2 Quality management data

All data used for quality management purposes converge at the *KUE Office for Quality of Education*, the central unit providing oversight of academic quality assurance. The office develops reports and disseminates them to appropriate authorities, based on data gathered at the level of the institutes and programmes.

Each institute's *Team for the Quality of Education* prepares an annual activity report on the functioning and quality of education in the previous year. This report contains: a description of good practices in the field of education at the institute, recommendations in the field of corrective and preventive actions, and re-evaluation of recommendations from the previous report.

On the programme level, data from subject grades and from student evaluations are collected. They assess the overall preparation of the lecturers, the use of modern teaching methods, organisation of classes (e.g., in terms of timeliness, setting requirements), conducting classes in a way that leads to the acquisition of new knowledge and skills, and the development of social competences, transfer of knowledge in a clear and intelligible way. It is also controlled how many last semester students have been defending their theses and how many diplomas have been issued subsequently.

On the level of students, the *Office for Quality of Education* seeks information from students at two major points, namely enrolment and graduation, by means of the:

1. *Enrolment Survey* asking about the motivation to undertake study, why students opt for *KUE*, based on which information sources, evaluation of the recruitment process, course enrolment, dormitory distribution and user experience with the *USOS* university management system,

2. *Graduation Survey* asking about quality of teaching, delivery of intended learning outcomes, studyability and learning resources, participation in university life. A consumer satisfaction survey tool determines areas for improvement and areas of satisfaction. Students evaluate 15 areas, including: substantive content of the study programme in the speciality, quality of teaching classes conducted by academic teachers, skills and competences obtainable in the study process, study plan (schedule, organisation of classes), the possibility of flexible shaping of the study programme, social and living base of the university (dormitories, technical condition, administration, order, etc.), learning resources of the university (library, equipment, adequacy, special needs, etc.), quality of administrative service by the dean's office and other units, the opportunity to participate in the life of student organisations.

At present, data on graduate careers is being generated from a nationwide system (ELA) that integrates broad statistical data from *National Statistics Office*, *National Insurance Office*, and tax agencies, to deliver statistical overviews regarding careers of graduates by university, degree, level (BA/MA) and form (part-time/full-time). The recently formed *KUE Office for Alumni Relations* is charged with the collection of this data and its dissemination to appropriate units for incorporation.

7.2 Assessment

The procedures for collecting and analyzing information on study programmes and other activities at the KUE are assessed rigorously. KUE employs a combination of internal and external evaluation mechanisms to ensure the quality and effectiveness of these procedures. Internal assessments involve regular reviews by academic departments and administrative units to monitor data collection processes. External evaluations are conducted by accredited external quality assurance agencies to provide an objective and independent assessment. Both internal and external assessments work in tandem to guarantee the robustness and reliability of data collection procedures.

KUE places a strong emphasis on assessing the completeness, timeliness, and usability of collected data for its internal quality assurance system. Regular audits and reviews are conducted to ensure data completeness and accuracy. Data is collected on a predetermined schedule to ensure timeliness, and feedback mechanisms are in place to address any delays or data discrepancies. Usability is evaluated through feedback from stakeholders, including academic staff, administrators, and students. Any identified issues are addressed promptly to enhance the quality of the data and its relevance to the internal quality assurance system.

KUE actively evaluates the participation of students and employees in the supply and evaluation of data in the planning of follow-up activities. This evaluation involves surveys, focus

groups, and consultations with representatives from both groups. Their feedback is considered integral to the quality assurance process. Student and employee participation is encouraged and promoted through regular communication and engagement initiatives. Any challenges or barriers to participation are identified and addressed to enhance their involvement.

As a matter of very good practice, KUE acknowledges the commitment of its stakeholders to maintaining a culture of quality and continuous improvement. The active involvement of students and employees in the quality assurance process is a commendable aspect. The comprehensive approach to data collection and analysis ensures the completeness and reliability of data.

KUE actively involves relevant stakeholders, including academic and administrative units, to ensure the successful implementation of these recommendations. The institution views accreditation as an opportunity for continuous improvement and a chance to demonstrate its commitment to enhancing quality in education.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

As a public institution, KUE is required to make public all its core documentation. This is done through the *Public Information Bureau* (BIP). The general information on the *Krakow University of Economics* can be accessed at the university official website (<https://uek.krakow.pl/en/>). The website is available in English and Polish, although the English version is redeveloped at present. The website contains a wide range of information, including university profile, structure, and organs, Rector info and activities, research, cooperation, and education. Two other entrance points are the programme offer for candidates (<https://studiuj.uek.krakow.pl>) and the main student recruitment page (<https://irk.uek.krakow.pl>), where candidates can enroll for all degrees and programmes, providing standardised information and documents. The extensive website is addressed to candidates for studies at KUE. It contains information about all forms, degrees, and fields of study at KUE, both for citizens of Poland and foreigners (in English). Visitors find general information for example on all programmes offered, admission rules, teaching offer, schedules and deadlines, tuition and recruitment fees, links to the Candidate Recruitment Website (IRK) and important contact information.

Public access to information about teaching programmes is possible through: a) study plan (curriculum) system (<https://planystudiow.uek.krakow.pl>) and Apollo timetabling system (<https://planzajec.uek.krakow.pl>)

Three institutes of KUE are involved in this accreditation procedure: Institutes websites are available in Polish, and they provide general information about faculties and departments, teaching development strategy, achievements, authorities of the Institute such as the Council of the Institute and its members. The Institutes' Commissions and Teams, student affairs and news items on current events, e.g., conferences, winners of competitions, registrations for seminars, etc. are also provided.

Institute websites (as subdomains of College websites/addresses), contain information about: Institute leadership and institute Council, Strategy, Achievements, Commissions and Teams, Information about constituent Departments and news. Institute and Department websites include degree information about programmes operated within the units.

Colleges provide public information through their websites and provide information about College leadership, Dean's Office, Research and News.

The activities of three non-collegiate units are also presented: Krakow School of Business, the postgraduate professional programme unit, Malopolska School of Public Administration and Doctoral School.

The University's social responsibility efforts are publicized through the Responsible KUE portal (<https://odpowiedzialny.uek.krakow.pl>).

KUE units and projects provide detailed information through their websites, for example: Office for People with Disabilities, International Programmes Office (<https://bpz.uek.krakow.pl/?language=en>); Office for International Cooperation (<https://iro.uek.krakow.pl/?language=en>); Welcome Centre (<https://uek.krakow.pl/welcome-centre-uek>); University dormitories (<https://studiuj.uek.krakow.pl/domy-studenckie>); Academic Sports Association (<https://azs.uek.krakow.pl/sekcje/>); KUE Career Centre (<https://kariery.uek.krakow.pl>); Children's University (<https://ud.uek.krakow.pl>); University of Third Age (<https://utw.uek.krakow.pl>). KUE Council of Scientific Clubs (<https://rkn.uek.krakow.pl>) or KUE Main Library (<https://bg.uek.krakow.pl/?q=pl>).

Current information on the functioning of the degrees implemented at the institutes is published, including requirements for diploma theses or the scope of questions for diploma exams. Current information on employees, their scientific and teaching achievements, as well as on the teaching and research offer can be found on the websites of individual departments.

The University has a PR section and a Spokesperson, who handles contacts with the media. Ongoing activities are promoted by News on the University main page (<https://uek.krakow.pl/artykuly/aktualnosci>); Brand and Communication Department (<https://uek.krakow.pl/wspolpraca/marka>) and University Youtube channel (<https://www.youtube.com/channel/UCmYoIEitSwBS54rUm-sqrsW>). The University has a PR section and a Spokesperson, who handles contacts with the media.

Scientific Circles operating within the institutes also communicate with students and the wider public through social media (Facebook, Instagram, Snapchat).

8.2 Assessment

In evaluating the accessibility of public information related to the activities of the university, it becomes evident that the institution excels in providing a comprehensive and accessible repository of resources. Notably, this wealth of information is made available in both Polish and English, extending its accessibility to a wider audience, including international stakeholders.

Furthermore, the university admirably ensures that all relevant public information, encompassing programme offerings, selection criteria, intended learning outcomes, qualifications conferred, teaching and assessment procedures, and learning opportunities, is readily accessible to students, prospective students, graduates, and the broader public. This accessibility contributes to the transparency and inclusivity of the institution's operations, making vital data easily obtainable.

The public information provided exhibits a commendable degree of transparency, up-to-datedness, and utility for all stakeholders and the public. The university's modern web presence, characterized by a diverse range of contemporary approaches, effectively complements the availability of public information, including text and videos.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

Substantive, organisational and administrative supervision in the field of quality of education is in line with the formal requirements for higher education in Poland, as well as in the Bologna Process and the European Higher Education Area. In order to ensure the highest quality of education at KUE, in 2021 the Education Quality Policy was developed, which was adopted by the KUE Senate Resolution No. T.0022.85.2021 of 29.11.2021. The main objective of the Education Quality Policy is to create conditions for: acquiring knowledge, skills and social competences at the highest level by graduates, their active functioning in modern society, including on the labour market and presenting high standards of education ethical. The objective of the adopted Education Quality Policy is in line with the implemented mission and strategy of KUE. The main objective of the Education Quality Policy is achieved as a result of: shaping pro-quality attitudes among members of the academic community, building a high culture of quality education and work culture, preparing a teaching offer adequately to the scientific disciplines of the University, based on the national and international experience of academic teachers, improving the teaching process with the expectations of the socio-economic environment and in accordance with the applicable legal regulations, obtaining national and international accreditations, internationalisation of the study process and efficient operation of pro-quality structures.

Implementation and improvement of the Education Quality Policy is the responsibility not only of the University authorities, but also of all members of the academic community. The KUE Education Quality Policy is implemented through the Internal System of Education Quality Assurance (WSZJK) dedicated to the specificity of education at first- and second-cycle studies and long-cycle studies (Rector's Order No. R.0211.67.2021 of 11.10.2021). The essence of WSZJK is to monitor the education process, analyse the information obtained in this respect and plan and implement corrective, preventive and improvement actions resulting from the previous teaching experience of KUE and examples of good practices.

The Internal System for Ensuring the Quality of Education operates on the basis of: the University Committee of Teaching Excellence (appointed by the Rector as the Rector's Committee), Institute Teams for the Quality of Education and Teams for the Quality of Education in other organisational units of KUE implementing the teaching process at first- and second-cycle studies and long-cycle studies. Supervision over the functioning and improvement of the Internal System of Quality Assurance of Education is exercised by the Rector. The University Council for Teaching Excellence consists of: the Rector's Plenipotentiary for the Quality of Education (as Chairperson), one representative from each Institute and the other two units conducting teaching classes, i.e. the Language Centre and the Physical Education and Sport Study, a representative of the student self-government and a representative of the Centre for the Quality

of Education (as secretary). At the university level, making binding decisions on matters concerning the provision and improvement of the quality of education falls within the competence of the Vice-Rector for Education and Students.

The content of education and learning outcomes are evaluated on an ongoing basis together with internal and external stakeholders.

Within the ongoing management of degrees, institutes monitor:

- Content of programmes, considering the newest research (most often through the annual review of subject syllabi);
- Changing needs of society (through stakeholder participation and feedback from students);
- Student workloads and progression and completion (through surveys of candidates, students and graduates);
- Assessment effectiveness (checking of syllabi for assessment methods, checking intended learning outcomes, analysis of grades and of student evaluations of teachers);
- Student expectations, needs and satisfaction (through enrolment-, student-, and graduate surveys);
- Learning environment (through student feedback, staff feedback and identification of emerging infrastructure/resource needs by programme management and Institute leadership).

A programme-specific oversight is conducted by *Programme Teaching Teams*, assigned to each degree. Based on the new Higher Education Law, “major” changes to the curriculum now fall within the approval purview of the KUE Senate.

Students assess the quality of their attended classes and their overall level of satisfaction every semester. Results of these evaluations are summarized by the *Centre for Quality of Education* and forwarded to the director of the institute, the heads of departments, and the evaluated staff. They are the basis for taking corrective action and improving the quality of the education process. Results are discussed at department meetings and at the *Institute Council*.

Lecturers are also evaluated regularly. The evaluation includes the supervision of classes by their superiors, student assessment after each semester and a quadrennial employee assessment. The results are shared with the lecturer concerned, her/his superiors, director of the institute, the institute’s *Team for the Quality of Education*, the representative for quality of education, and the *Vice Rector for Education and Students*. Visits concern all academic teachers and the results are used to improve the teaching process.

A review of programmes is most often initiated in the responsible departments. It is carried out in the case of comments and proposals submitted to the director of the institute or the chairperson of the *Programme and Teaching Team*, as well as suggestions and recommendations resulting from the report on achieving the intended learning outcomes that is prepared by each institute's *Team for the Quality of Education* (representing research and teaching staff and students, see also chapter 7). Subsequently, the review of a programme is continued at meetings of the *Programme and Teaching Team* where research and teaching staff and students are represented along with a representative of the *External Stakeholders Team*. The review includes issues such as the timeliness of learning outcomes, the degree of implementation of the study programmes, meeting the requirements of the applicable study plan and correctness of the ECTS credit system. It also evaluates the adequacy of academic teachers' qualifications (including in terms of teaching development) to the content of their subjects, the results of students' opinions on the quality of classes and the results of the supervision of classes carried out by the Heads of Departments.

Representatives of departments exercise substantive care over their programmes, along with the *External Stakeholders Team* that includes representatives of business, public administration and graduates of the *Krakow University of Economics*. The team influences the improvement of the concept of education, so that the knowledge, competences, and skills of graduates correspond with socio-economic labour market needs.

Cooperation with stakeholders regarding the construction, implementation, and improvement of the teaching offer and scientific activities takes place on several levels of the university structure and takes various forms. When developing or modifying study programmes, the recommendations of accreditation committees, mainly the *Polish Accreditation Committee's* (PAC) periodical audits are considered. These recommendations are often formulated in the form of Rector's orders or communications that become binding documents, as exemplified by the *Communication of the Vice Rector for Education and Students* of 15 March 2022 on guidelines for the preparation of subject cards provided for in the study plan.

The needs of students, society and labour market are represented by numerous special appointments and activities such as the appointment of the *University Council* in 2020 (high profile business practitioners with an advisory voice in the creation and modification of the educational offer), the appointment of a coordinator for cooperation with business in 2020 on behalf of the colleges, as well as frequent guest lectures, workshops and interactive classes conducted by practitioners, such as business representatives, ministries of Poland, European Parliament, and European Commission representatives.

9.2 Assessment

At KUE the processes of continuous monitoring and readjustment of study programmes are assessed through a systematic and cyclical approach. This process involves regular reviews by academic departments and faculty members who analyse the programme's outcomes and relevant status groups. The closed-loop feedback mechanism ensures that identified issues or areas for improvement are addressed promptly. KUE actively promotes a culture of continuous improvement and uses data-driven insights to enhance study programmes.

Continuous monitoring thus enables continuous and systematic evaluation and thus further development of the study programs and academic controlling. Central and decentralized measures for quality assurance as well as the evaluations of own courses induced by individual lecturers are evidence for the expert group that students are actively involved in the design of teaching and learning processes.

Formally, data protection concerns are taken into account in the evaluations.

Both the participation of students in the measures to ensure efficient study design and continuous monitoring and readjustment of the study program ensure a study operation in which students are actively involved in the design of teaching and learning processes, which can be rated as extremely positive.

The existing evaluation measures at KUE are evidence of an exceptionally positive and appreciative communication culture.

The evaluation panel therefore concludes that a mature and functioning quality management system has been implemented at KUE. In the discussions with the university, the evaluation regulations were explained systemically and its processes and structures regarding quality assurance and development were presented.

Overall, the quality assurance and development of the study programs is based on a systematic and comprehensible process, enriched by participatory and dialog-based opportunities for students to help shape the further development of both study programs in the long term. The mechanisms for reviewing quality assurance, such as regular workload surveys and the associated adaptation to the study program, are implemented in a meaningful way and the resulting results are taken up.

For the further development of the study programmes, the expert group advocates the following recommendation: The feedback of the results of the course evaluations to the students should be standardized and regular.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

Academic external review in the Polish system is provided by the Polish Accreditation Committee (PAC), which checks the quality of education on a regular basis. Each year several institutions and degrees are nominated for review, and the Committee then publishes its findings. For KUE all of its long-standing degrees have been checked in recent years, many have undergone this procedure more than once (see the explanations in ESG 2).

10.2 Assessment

KUE embraces the concept of Cyclical External Quality Assurance as a process of periodic external evaluation of the quality of higher education institutions, as well as of academic programmes. A successful accreditation by a recognized, independent accreditation agency enhances the credibility of an institution, therefore KUE decided to undergo an external accreditation procedure as part of internationalisation strategy. This accreditation is the first international accreditation that KUE is seeking.

In the case of re-accreditation by the national accreditation authority, KUE rigorously addresses recommendations from previous accreditations. The institution conducts a detailed review of these recommendations and develops action plans to address each one. Progress towards fulfilling these recommendations is documented, communicated to the accrediting body, and monitored closely.

In overall, KUE views national and international accreditation processes as an opportunity for continuous enhancement and ensures that previous recommendations are thoroughly addressed. The institution actively uses re-accreditation processes as a way for improvement. The implementation of previous recommendations and ongoing quality assurance measures contribute to raising the overall standard and quality of education and services provided by KUE.

10.3 Conclusion

The criterion is **fulfilled**.

IV Recommendation to the Accreditation Commission of ACQUIN

1 **Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)**

The study programmes “**Human Resource Management**” (BA/MA), “**Marketing and Market Communication**” (BA/MA), “**Management**” (BA/MA), “**Modern Business Management**” (BA/MA), “**Product Quality Engineering**” (BA/MA) were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).

The assessment criteria are as follows:

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are **fulfilled**.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree programme is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend an unconditional accreditation with the following recommendations of the study programmes “**Human Resource Management**” (BA/MA), “**Marketing and Market Communication**” (BA/MA), “**Management**” (BA/MA), “**Modern Business Management**” (BA/MA), “**Product Quality Engineering**” (BA/MA):

Overarching recommendations for all study programmes:

1. As part of the implementation of the internationalization strategy, all degree programmes should include courses taught in English.
2. The topicality of the curricula should be regularly evaluated and reviewed and, if necessary, transparently updated with contemporary topics (Social Marketing, Artificial intelligence, Data Science/KI, Digital marketing, Sustainability). These contemporary topics should be emphasized more in the module descriptions of the study programmes.
3. Research results should be implemented more in the curricula to further develop the degree programmes.
4. The feedback of the results of the course evaluations to the students should be standardized and carried out regularly.
5. As part of the implementation of the internationalization strategy, special attention should be paid to the language skills of the teaching staff and administration, and permanent opportunities should be created for students to attend English language courses on a regular basis.

Study-specific recommendations for the study programmes “Management” (BA/MA), “Modern Business Management” (BA/MA)

1. More global topics should be added to the curricula in order to promote the internationalization of the degree programmes.

Study-specific recommendations for the study programmes “Human Resource Management” (BA/MA)

1. Regular evaluations should be carried out to determine the extent to which students rate the demands placed on them and, if necessary, action should be taken to determine whether the academic level of the teaching content should be increased.
2. More cooperation in teaching should be created through practical contracts from industry and business.

3. In the elective area of the curricula, students should have to take current topics. The teaching staff should therefore ensure that students do not have to avoid these.

Study-specific recommendation for the study programme “Marketing and Market Communication” (BA)

1. Specialized content topics of "Digital Marketing" should be included and explained more in detail in the module descriptions.

Study-specific recommendations for the study programmes “Marketing and Market Communication” (MA)

1. Specialized content topics of "Digital Marketing" should be included and explained more in detail in the module descriptions.
2. The topics of the master's thesis should have an even greater research focus. This could pave the way for the expansion of the scientific mid-level faculty.

Study-specific recommendations for the study programmes “Product Quality Engineering” (BA/MA):

1. The traceability from the material used to the finished part throughout the entire production process is a central element of manufacturing companies. It is therefore recommended that aspects of batch management be added to the curricula from a technical and a content perspective.
2. For the master program it is recommended that the entrance requirements should be made even more specific and raised to ensure a selection of very good students. Among other aspects, very good English skills should be included as a relevant indicator in the entry requirements.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on 04 December 2023.

General recommendations for all study programmes:

- As part of the implementation of the internationalization strategy, all degree programmes should include courses taught in English.
- The topicality of the curricula should be regularly evaluated and reviewed and, if necessary, transparently updated with contemporary topics (Social Marketing, Artificial intelligence, Data Science/KI, Digital marketing, Sustainability). These contemporary topics should be emphasized more in the module descriptions of the study programmes.
- Research results should be implemented more in the curricula to further develop the degree programmes.
- The feedback of the results of the course evaluations to the students should be standardized and carried out regularly.
- As part of the implementation of the internationalization strategy, special attention should be paid to the language skills of the teaching staff and administration, and permanent opportunities should be created for students to attend English language courses on a regular basis.

Human Resource Management (B.A./M.A.):

The study programmes “Human Resource Management” (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programmes:

- Regular evaluations should be carried out to determine the extent to which students rate the demands placed on them and, if necessary, action should be taken to determine whether the academic level of the teaching content should be increased.
- More cooperation in teaching should be created through practical contracts from industry and business.
- In the elective area of the curricula, students should have to take current topics. The teaching staff should therefore ensure that students do not have to avoid these.

Marketing and Market Communication (B.A./M.A.):

The study programmes “Marketing and Market Communication” (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendation is given for the further development of the Bachelor study programme:

- Specialized content topics of "Digital Marketing" should be included and explained more in detail in the module descriptions.

The following recommendations are given for the further development of the Master study programme:

- Specialized content topics of "Digital Marketing" should be included and explained more in detail in the module descriptions.
- The topics of the master's thesis should have an even greater research focus. This could pave the way for the expansion of the scientific mid-level faculty.

Management (B.A./M.A.):

The study programmes "Management" (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendation is given for the further development of the study programmes:

- More global topics should be added to the curricula in order to promote the internationalization of the degree programmes.

Modern Business Management (B.A./M.A.):

The study programmes "Modern Business Management" (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendation is given for the further development of the study programmes:

- More global topics should be added to the curricula in order to promote the internationalization of the degree programmes.

Product Quality Engineering (B.A./M.A.):

The study programmes "Product Quality Engineering" (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2030.

The following recommendations are given for the further development of the study programmes:

- The traceability from the material used to the finished part throughout the entire production process is a central element of manufacturing companies. It is therefore recommended that aspects of batch management be added to the curricula from a technical and a content perspective.
- For the master program it is recommended that the entrance requirements should be made even more specific and raised to ensure a selection of very good students. Among other aspects, very good English skills should be included as a relevant indicator in the entry requirements.