

Accreditation Report

Programme Accreditation of
Krakow University of Economics, Poland
“International Economic Relations” (BA/MA)
“Economics” (BA/MA)
“International Relations” (BA/MA)
“Tourism and Recreation” (BA/MA)
“International Management” (MA)
“Bachelor of Engineering in International Logistics” (B.Eng.)

I Procedure

Date of contract: 23 February 2022

Date of the submission of self-assessment report: 24 April 2023

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Attendance by ACQUIN office: Dr. Hanna Schösler

Accreditation decision scheduled: 25 September 2023

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the **Krakow University of Economics** and extensive discussions with its 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. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

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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, 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 considered.

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 programme(s).

1 Short profile of HEI

Founded in 1925 as the *Higher Trade College*, today's *Krakow 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 (Krakow 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.

2 General information on the study programmes

“International Economic Relations” (BA)

Location	Krakow University of Economics, College of Economics, Finance and Law
Date of introduction	2006
Faculty/ department	Institute of Economics
Standard period of study (semesters)	6 semesters
Number of ECTS credits	180
Number of study places	approx. 200 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	561
Average number of graduates per year	200
Admission requirements	Secondary school graduation (maturity exam) https://studij.uek.krakow.pl/rekrutacja/
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“International Economic Relations” (MA)

Location	Krakow University of Economics, College of Economics, Finance and Law
Date of introduction	2006
Faculty/ department	Institute of Economics
Standard period of study (semesters)	4 semesters

Number of ECTS credits	120
Number of study places	100 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	171
Average number of graduates per year	100
Admission requirements	Graduation in first degree KUE studies or the entrance exam
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“Economics” (BA)

Location	Krakov University of Economics, College of Economics, Finance and Law
Date of introduction	1959
Faculty/ department	Institute of Economics
Standard period of study (semesters)	6 semesters
Number of ECTS credits	181
Number of study places	200 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	663
Average number of graduates per year	250
Admission requirements	Secondary school graduation (maturity exam) https://studiuj.uek.krakow.pl/rekrutacja/

Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“Economics” (MA)

Location	Krakov University of Economics, College of Economics, Finance and Law
Date of introduction	1959
Faculty/ department	Institute of Economics
Standard period of study (semesters)	4 semesters
Number of ECTS credits	123
Number of study places	200 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	299
Average number of graduates per year	150
Admission requirements	Graduation in first degree KUE studies or the entrance exam
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“International Relations” (BA)

Location	Krakov University of Economics, College of Economy and Public Administration, Institute of Political Science, Sociology and Philosophy
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Date of introduction	1992
Faculty/ department	Institute of Political Science, Sociology and Philosophy
Standard period of study (semesters)	6 semesters
Number of ECTS credits	189
Number of study places	150 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	277
Average number of graduates per year	100
Admission requirements	Secondary school graduation (maturity exam) https://studiuj.uek.krakow.pl/rekrutacja/
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“International Relations” (MA)

Location	Krakov University of Economics, College of Economy and Public Administration, Institute of Political Science, Sociology and Philosophy
Date of introduction	1992
Faculty/ department	Institute of Political Science, Sociology and Philosophy
Standard period of study (semesters)	4 semesters
Number of ECTS credits	120

Number of study places	50 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	41
Average number of graduates per year	25
Admission requirements	Graduation in first degree KUE studies or the entrance exam
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“Tourism and Recreation” (BA)

Location	Krakov University of Economics, College of Management & Quality Sciences, Institute of Management
Date of introduction	1974
Faculty/ department	Institute of Management
Standard period of study (semesters)	6 semesters
Number of ECTS credits	186
Number of study places	approx. 100 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	216
Average number of graduates per year	75
Admission requirements	Secondary school graduation (maturity exam) https://studiuj.uek.krakow.pl/rekrutacja/
Form of study	full-time, part-time

Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)
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“Tourism and Recreation” (MA)

Location	Krakov University of Economics, College of Management & Quality Sciences, Institute of Management
Date of introduction	2009
Faculty/ department	Institute of Management
Standard period of study (semesters)	4 semesters
Number of ECTS credits	120
Number of study places	50 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	91
Average number of graduates per year	50
Admission requirements	Graduation in first degree KUE studies or the entrance exam
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“International Management” (MA)

Location	Krakov University of Economics, College of Management & Quality Sciences, Institute of Management
Date of introduction	2017

Faculty/ department	Institute of Management
Standard period of study (semesters)	4 semesters
Number of ECTS credits	120
Number of study places	50 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	65
Average number of graduates per year	35
Admission requirements	Graduation in first degree KUE studies or the entrance exam
Form of study	full-time, part-time
Tuition fee	state-funded (within limits set on annual recruitment limits by decision of KUE Senate)

“Bachelor of Engineering in International Logistics” (B.Eng.)

Location	Krakov University of Economics, College of Management & Quality Sciences, Institute of Management
Date of introduction	2015
Faculty/ department	Institute of Management
Standard period of study (semesters)	7 semesters
Number of ECTS credits	220
Number of study places	approx. 200 (depending on annual recruitment limits by decision of KUE Senate)
Number of students currently enrolled	589

Average number of graduates per year	150
Admission requirements	Secondary school graduation (maturity exam) https://studiuj.uek.krakow.pl/rekrutacja/
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

The university has a formal and transparent policy institutionalized and implemented for quality assurance, following strictly the national directives by the *Ministry of Education and Science* of the Polish government. During the discussions with the university the experts got the impression that the university has done more than is shown on its website and in the self-assessment report. The university has made remarkable efforts to assure that the policy for quality assurance is permeated through all relevant areas.

The university reports that students and alumni have a central role in evaluating the quality of programmes and providing ideas for improvement. They are also involved in developing ideas for new programmes, proposing modules and criticizing plans. All classes are evaluated each semester, the results are analyzed and distributed to the coordinators of the module, who draw conclusions and make changes at the subject or at programme level. There is a systematic approach in querying 1) student`s valuation for each course, 2) student`s evaluation of the study programme after graduation, 3) ad hoc surveys ordered by major supervisors. Students are always part of the evaluation committees for programmes. The university has installed a student union and external stakeholders are also involved on a regular basis to provide feedback.

The center for the *Quality of Education* is responsible for data collection and for enhancing the system of evaluations. Based on the meetings with the university and the self-assessment report, all relevant bodies and institutions seem to be involved in development and implementation of the quality policy. The university organizes peer visits to classes to provide lecturers with feedback on their teaching activity.

The university follows the relevant national directives and pursues an equal opportunity policy. It has established a Commission affiliated with the Rector`s office to assure that guidelines for gender equality, non-discrimination and diversity are in place. Recently, the university was awarded the *HR Excellence in Research* that gives public recognition to research institutions that have made progress in aligning their human resource policies with the principles set out in the *Charter & Code* of this EU initiative.

The experts acknowledge the university`s history and its well-established status as one of Poland`s premier universities. The university has internalized a strong sense of self-discipline and self-initiative taking, as part of its organizational culture.

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

2.1.1 General

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.

2.1.2 Bachelor in International Economic Relations

The bachelor studies in *International Economic Relations* provide advanced general economic knowledge, including the functioning of the global economy, processes taking place in them, regionalisation, development economics, international finance, metropolisation, or the principles of etiquette in business. In addition, they provide an opportunity to learn at an advanced level the issues of the functioning of enterprises on international markets, conducting transactions and business. They also equip students with tools enabling them to conduct analyses of foreign markets, cause-and-effect analyses, or the course of processes taking place in the international environment and business.

Graduates take up professional work in central and local government administration as well as in public institutions, non-governmental organisations operating on an international scale, in production and service enterprises maintaining contacts with partners abroad and self-employment, in particular covering foreign markets. A graduate of these studies receives a bachelor's degree. Their completion gives a good theoretical and methodological basis for undertaking education at master level.

Students can choose from three specialisations: *International Business Economics* and *International Trade* (both taught in Polish) and *International Business* (taught in English). The number of students admitted to the field of *International Economic Relations* in full-time studies has been systematically increasing (2019 – 2023). The largest increase in the number of enrolments, by over 25%, was recorded in 2022, which resulted from an increase in the admission limits for IER studies. In full-time studies, the number of women and men enrolled in the field of IER was at a comparable level in 2019 and 2020. In the next two years, the percentage of women among the enrolments was larger (at 66% and 59%, respectively). Both women and men continued their education in the following years of study.

2.1.3 Master in International Economic Relations

Master studies in the field of *International Economic Relations* enable the acquisition of in-depth knowledge in the field of international economics and international business and develop skills useful for conducting professional activity in analytical positions, familiarising, with quantitative and qualitative methods and tools for conducting research. They also enable employment in managerial positions in institutions and public administration bodies focused on cooperation with foreign countries, in economic diplomacy of the Republic of Poland and international organisations, as well as in enterprises dealing with trade, in transnational corporations, as well as prepare for self-employment, especially in the international environment. A graduate of these studies obtains a master's degree. In addition, these studies provide preparation for undertaking education at doctoral level.

The programme offers three specialisations in *International Business Economics*, *International Trade*, and *International Business*. In the years 2019 to 2023, the number of students admitted to the field of *International Economic Relations* in full-time studies was subject to very large fluctuations. The largest increase to 67 occurred in 2020, followed by a decrease to 39 people in 2021 and a rise again to 51 in 2022. The number of women and men admitted to the field of IER was at a similar level, with a slight predominance of women. In most of the presented years, their share in the student population exceeded 60%. Foreigners accounted for roughly 12% of the student population. In the years 2019-2022, people from countries such as: Ukraine, India, Romania, Zimbabwe, Bangladesh, Turkey, Portugal, Mexico, Germany, Russia, Norway and Belarus studied on the IER degree.

2.1.4 Bachelor in International Relations

The aim of the programme is to provide basic knowledge in the field of political and administrative sciences, international relations, economics and finance, sociological sciences, philosophy, and legal sciences. Students develop the ability to analyse domestic and foreign data

and sources, including the ability to think critically and verify information emerging in public debate. During their studies, students of international relations are also taught responsibility for the fate of the local, national, and international community to prepare them for potential career paths in the public sector / civil service. A graduate of *International Relations* is prepared to work as an analyst and mid-level specialist in state and local administration, in international or national organisations and institutions cooperating with foreign countries and in enterprises operating on international markets. The graduate is also prepared to undertake master studies. Students can specialize in *Politics and International Communication* or *Eurasia – politics and economy*. Because of plummeting student numbers in 2020/2021, the university had to reduce the ratio of students to staff, which practically meant a reduction in enrolment. Recruitment in recent years seems to show an increase in interest among candidates. There is a slight predominance of women among full-time students of International Relations. The share of foreign students in 2018/2019 was 16%. These students came primarily from the territories of Ukraine, Belarus, and Russia, less often from the territories of other post-Soviet republics. Moreover, since the studies are conducted in Polish, the recruitment of foreign students is focused primarily on citizens of neighbouring countries with a family history of the Polish diaspora, who speak and write Polish at the appropriate level. Due to pandemic travel restrictions and the war in Ukraine, the number of foreign students decreased in recent years.

2.1.5 Master in International Relations

The aim of the programme is to provide interdisciplinary knowledge of complex problems and degrees of dependence between international phenomena, constituting advanced general knowledge in the field of political science and administration and auxiliary disciplines forming the theoretical foundations of international relations and constituting structured theoretical knowledge covering key international issues. Graduates are prepared to act actively, creatively, and effectively in the conditions of a market economy.

Graduates of *International Relations* have acquired skills in the analysis of international and global problems. The interdisciplinary nature of studies opens broad employment prospects, not only in institutions related to the field of international relations but also in multinational corporations, public and local government administration (especially units dealing with international cooperation, including work in broadly understood diplomacy), non-governmental institutions (especially those operating in an international environment), international institutions, research and expert centres dealing with international relations, and the media.

Students can specialise in *Eurasian Studies* or *International Development Studies*. In the years 2018/2019 – 2022/2023, 284 students studied *International Relations* at the master level, of

which only 41 are studying in the current academic year (2022/2023). Over the last four years, a similar degree of interest in master level studies in *International Relations* at the KUE has been maintained, in a situation where a decline in interest in master studies has been observed in Poland since the beginning of the second decade of the twenty-first century. Master studies in the field of *International Relations* are much more likely to be chosen and continued by women than men. Since the studies are conducted in Polish, the recruitment of foreign students is very limited. Most of the students of *International Relations* come from medium-sized and small towns of the Malopolska Region, as well as neighbouring areas. A relatively smaller group of students comes from both Krakow and other large cities (over 200,000 inhabitants) and villages. In addition, among the students of *International Relations*, several percent come from abroad, mainly from Ukraine and Belarus – these students mostly come from larger urban centres.

2.1.6 Bachelor and Master in Economics

The adopted concept of economic education assumes the acquisition of theoretical and methodological knowledge as well as business and employment skills in the public sector. At the bachelor level, 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 economics. 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 economics. 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.

Graduates of *Economics* have the skills to work in both small and medium-sized enterprises as well as in international corporations. In the educational process, great emphasis is placed on communication skills in a multicultural environment and shaping inclusive social attitudes that enable the implementation of business projects that require specialist knowledge in various areas of economics and finance.

Full-time studies in the field of *Economics* (BA) are undertaken by over 200 students a year. In the academic year 2022/2023, 54% of starting students were women, a figure which increased over the previous years. Most students hold the Polish nationality. Between 2019 and 2023 there were on average 70 new master students, the majority of newly admitted full-time students are women and almost exclusively Polish.

2.1.7 Bachelor and Master in Tourism and Recreation

The key content of education exhibited in *Tourism and Recreation* 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 and physical culture sciences or other disciplines related to the scientific activity conducted at KUE. Bachelor studies 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 to update and verify this knowledge. The graduate is prepared to perform professions requiring knowledge, skills, and social competences appropriate to the programme of studies in the field of tourism and recreation.

A graduate of the second degree of *Tourism and Recreation* has extended knowledge in the field of economic-, management-, and sociological sciences. He is also familiar with the following topics: cultural history and cultural tourism, communication techniques, information systems in tourism, planning and forecasting in tourism, transport in tourism, agritourism and tourism in protected areas, etc. He has analytical and managerial skills, including in the field of creative thinking, making judgments, and forming judgments and independent decision-making. He is prepared to continue his education at the PhD level.

The number of full-time bachelor students remained at a similar level, with some fluctuations probably due to the Covid-19 pandemic. There is a definite predominance of women (by factor of 3), and around 35% of the student population is foreign (mainly from Ukraine and Belarus). The master programme experiences dwindling student numbers over the recent years which the university attributes to a general trend of seeking employment earlier on as well as problems of the tourism labour market during the pandemic. The master is equally predominated by women, the number of foreigners is much lower (between 5 and 10%).

2.1.8 Master in International Management

The adopted concept of education in the field of *International Management* assumes the acquisition of in-depth theoretical and methodological knowledge as well as skills in the field of conducting and managing business activity. The acquired knowledge enables students to independently formulate practical and theoretical conclusions, and the acquired analytical skills enable them to practically solve problems occurring in management and its international dimension. 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 management.

Graduates of *International Management* are people with both soft skills such as effective communication, the ability to solve problems, work in a group as well as hard competences such as the use of IT tools, ERP programmes or programmes supporting project management. They have universal knowledge in the field of management as well as very good preparation within the detailed areas discussed during the classes. They are characterized by empathy and high sensitivity to issues related to sustainable business development and environmental protection. Graduates find work in international companies operating in Poland, in companies operating abroad, in specialist positions related to, for example, economics, data analytics, environmental protection or foreign customer service, and in consulting companies (e.g., dealing with pricing, tax advisory).

The number of applications to the programme is stable, appropriate to planning for 2 seminar-sized groups. The university intends a small cohort size, big enough, however, to give students a chance to meet many people and exchange views and experiences in a wider group. Due to the high dynamics of the environment and the fact that the COVID-19 pandemic affected the postponement of the decision to study by some candidates, it is difficult to indicate clear trends now. Women account for roughly 70% of the student population. The course is taught in Polish, therefore there are very few foreigners that can enter the programme. The university currently works on establishing an English language variant.

2.1.9 Bachelor of Engineering in International Logistics

The adopted concept of the *Bachelor of Engineering in International Logistics* education assumes the acquisition of theoretical and methodological knowledge as well as skills in conducting and managing business activity in logistics. 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 management and logistics. 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 management and logistics.

Graduates of the *Bachelor of Engineering in International Logistics* are prepared to work in logistics companies, organisations implementing value chain management processes and all institutions requiring knowledge of economics. A graduate of the engineering degree in the *Bachelor of Engineering in International Logistics* has research competences and, being a

specialist in the field of logistics, participates in planning and designing solutions ensuring the effective functioning of logistics processes in economic organisations, mainly transport and production enterprises, but also in enterprises providing transport infrastructure (e.g., in public transport plants, airports, seaports and railway stations). Using theoretical knowledge and analytical and management skills, he focuses on diagnosing and solving logistic problems arising in the activities of enterprises and organisations, both in the local and international dimension, as well as effective analysis of transformations taking place in enterprises when introducing changes and optimizing logistics processes.

Student numbers are stable with a slight upward trend towards 2022. Due to the pandemic, data from 2019 to 2022 are not very reliable. In the same period, representation of women and men was almost equal with an outlier in 2022, where significantly more men were admitted. The same goes for part-time studies. The share of foreigners in full-time studies lies at about 21%, in part-time studies it is much lower, again most likely due to the war in Ukraine.

2.2 Assessment

2.2.1 General points

Given the university's overall goals of internationalisation, the expert team recommends more English and other foreign language course contents as well as international guest lecturers. They feel that attracting international faculty members can enhance the quality of the programmes and it will benefit student, faculty, and staff mobility.

To improve the quality of all programmes offered it is recommendable that faculty members pursue publication of their work in international peer-reviewed journals and include this work in their teaching. To this end, the university should enhance possibilities for faculty to combine teaching with research and publication requirements. Involvement of master students in (international) research projects would offer students the possibility to get involved in research at an early stage.

The experts welcome dispersed efforts of faculty members to increase the number of partnerships and joint degree programmes. However, they feel that the information regarding these projects is not yet available to all. More transparency is needed on what these forms of international cooperations entail and how students can benefit from them.

Experts see some cross-cutting grand challenges impacting on the professional and personal lives of students, like sustainability, digital transformation, cultural diversity, and European integration. They feel that these issues should be represented more prominently in the curricula of all programmes. Given the complexity of these challenges, the experts encourage increased

communication and coordination across the programmes and between institutes to share resources and foster an interdisciplinary approach.

On a more programme-specific level, the experts feel that a clearer demarcation between all bachelor's and master's programme pairs under assessment in this accreditation is called for.

General recommendations:

- To further the goal of internationalization, the expert team recommends more English and other foreign language course contents as well as international guest lecturers.
- The university should enhance possibilities for faculty to combine teaching with research and publication requirements and involving master students in (international) research projects.
- The experts recommend more transparency on international partnerships and joint degree programmes of the university and on how students can benefit from them.
- Experts encourage increased communication and coordination across the programmes and between institutes to share resources and foster an interdisciplinary approach.
- The university should work on a clearer demarcation between all bachelor's and master's programme pairs under assessment in this accreditation.

2.2.2 Bachelor and Master in International Economic Relations

The study programme in International Economic Relations leaves a generally positive impression. It is well in line with the international orientation of *KUE*. Study contents follow well-established examples, and the three specializations offered at both the bachelor's and the master's level are topical.

Enrolment and graduation numbers reveal the high demand for and the success of the programs, which contributes to their generally positive assessment. At the internal level, only some minor issues are mentionable. First, the language proficiency required for the specialization of International Business (taught entirely in English) is unclear. Second, the varying module sizes (4 to 6 ECTS) seem to impose some non-reported restrictions on factual choice within specializations and among electives. For example, the 3rd and 4th semesters of the master's programme encompass 24 and 21 ECTS after subtracting the ECTS of the Thesis seminar. The degree curriculum demands six modules with 4 ECTS in the third semester and two modules with 4 ECTS, one with 6 ECTS, and one with 7 ECTS in the fourth semester. The latter is rarely found in the syllabi, while 5 ECTS modules abound. Third, while ILOs are generally well-reported, not all modules are listed in the respective matrix, which also features

some blank entries. Fourth, quantitative research methods (inductive statistics) seem somewhat underrepresented in the bachelor's programme. And finally, the number of exams per semester amounts to a quite high number of 8 to 10. This is also due to the comparably small module sizes, which bear the risk of lacking depth.

At a more general level, the distinction between bachelor's and master's levels is somewhat obscured. The graduate profiles in the reports are virtually identical for both programs. It is also not obvious to which degree the master builds on the contents of the bachelor and which skills are required for entry.

Recommendations:

- The language proficiency required for the specialization *International Business* should be clarified.
- The size of modules should be adjusted in a way as to not impose restrictions on factual choices within specializations and among electives.
- All modules should be listed in the programme matrix.

2.2.3 Bachelor and master in International Relations

The study programme in *International Relations* is taught by the *Department of Political Studies* and *Department of International Relations* within the *Institute of Political Science, Sociology and Philosophy*. Both the bachelor's and master's in *International Relations* are interdisciplinary in scope and they teach skills with a focus on political science, business, and public administration. The learning goals are clearly laid out for each course/level. On the bachelor level, two specialisationsinter are being offered: *Politics and International Communication* and *Eurasia - politics and economics*. On the master level the focus is on *Eurasian Studies* and *International Development Studies*. The bachelor and master programme are offered in Polish.

The overall assessment of the *International Relations* programmes is positive. However, the experts find that there is substantial overlap between the bachelor and the master programme. We recommend a clearer separation of the content, for example, by offering a more coherent, in-depth cluster of courses, especially on the master level. The region of Eurasia seems too diverse and multilayered for a master programme and should be more focused, for example, by concentrating on the region of Central Asia or East Asia, or by more explicitly clustered global issues.

Due to Poland's significance in the European Union and to further understanding of global international competition, the curriculum should, moreover, offer a separate and comprehensive seminar about the European Union. Cooperation with other institutes within the university

would be advisable. On the bachelor level a coherent overview of EU integration, policies and institutions should be offered; on the master level a focus of the EU's foreign and security policy, or EU-administration and public policy and their impact on accession countries would fit well into the profile of the *International Relations* study programme.

At a more substantive level, *International Relations* students should be able to critically conceptualize and problematize the geographical areas forming the focus of their study programmes. "Europe" or "Eurasia" are all but neutral and objective geographical designations. Their meaning and spatial extent have been contended and redefined for centuries, subject to changing cultural contingencies and political agendas. For example, the notion of "Eurasia" can be used to deconstruct Eurocentric worldviews, but can also be claimed to foster imperial designs, as shown by current Russian nationalism. Introductory courses to the focus regions of the *International Relations* programmes should be added to the curriculum, thus making students aware of the cultural and political implications of geographical partitions.

To further internationalization, the university should also devote more effort to attracting students from abroad. In the bachelor and master *International Relations* programmes, this could be accomplished, for example, by offering more courses in English. The experts assess positively the mandatory inclusion of at least one English reading in each course syllabus under current KUE regulations. Yet, as the sample syllabi provided by the *International Relations* faculty indicate, a substantial amount of the reading assignments consists of relatively outdated literature. Hence, the experts strongly recommend the use of more recent, internationally peer-reviewed research literature in each course bibliography.

The internationalisation and update of learning activities would also significantly improve the quality of studies and increase students' chances in the labor market, since international organizations and transnational corporations will generally require very good English language skills. Study abroad and internships in international or transnational organizations should also be expanded and firmly integrated into the course of study. The experts welcome efforts to increase the number of partnerships and joint degree programmes. They recommend more transparency on what these forms of international cooperation entail and how students can benefit from them. While the documentation provided by the *International Relations* department includes a detailed description of the internship opportunities and partner organisations available to *International Relations* undergraduate students, similar information is missing about the master programme. This gap is especially striking since professional training is crucial to the career opportunities of graduate students and should be filled.

In general, the regular review of the *International Relations* curriculum, in terms of both individual courses and overall degree programmes, could be made more flexible and reactive to

the ongoing challenges of the real world. In compliance with current Polish laws, KUE implements a highly formalized and multi-layered procedure to monitor and update its study programmes, involving faculty alongside students and external stakeholders. While inputs to change may come from each of these actors, the final decisions are up to the heads of department and the directors of the various institutes. In accordance with academic regulations and national laws, the experts recommend more initiative and weight of individual lecturers in the review mechanism of the *International Relations* curriculum. Most of the younger faculty representatives taking part in the accreditation interviews appeared highly prepared, talented, and creative. Their ideas deserve consideration by the university leadership.

Recommendations:

- Instead of *Eurasia*, the master programme should sharpen its focus by concentrating on the region of *Central Asia* or *East Asia*, or on more explicitly clustered global issues.
- The bachelor and master curriculum should both be extended to offer separate and comprehensive seminars about varying topics pertaining to the European Union, advisably in cooperation with other institutes of the university.
- *International Relations* students should learn to critically conceptualize the geographical areas forming the focus of their study programmes.
- Study abroad and internships in international or transnational organizations should be expanded and firmly integrated into the course of study.
- Experts recommend giving more weight to input of individual lecturers, especially younger faculty members, in the review mechanism of the *International Relations* curriculum. The curriculum could be made more flexible and reactive to the ongoing challenges of the real world.

2.2.4 Bachelor and Master in Tourism and Recreation

The study programme in *Tourism and Recreation* is located at the *Institute of Management*. Both the bachelor and master in *Tourism and Recreation* have an interdisciplinary scope and they teach management skills related to the focal area. The learning objectives and learning outcomes are clearly laid out for each course. On the bachelor level three areas of specialisation are being offered: *Modern Hotel and Gastronomic Business*, *Entrepreneurship in tourism and sport* as well as *International Tourism*. On the master level there are three specialisations: *International Tourism Management*, *Hotel and catering manager* as well as *Congress and Event Management*. The bachelor and master are offered in Polish.

The overall assessment of the *Tourism and Recreation* programmes is positive. However, the experts find that there is a risk of many overlaps in both the bachelor and master programmes as well as between the programmes. This is due to the length and content of the courses. Many of the courses cover only 2 or 3 ECTS which makes it difficult to get into depth. The courses in e.g., marketing on the bachelor level are *Marketing Basics* (4 ECTS), *Marketing research in tourism* (4 ECTS) and *Consumer behaviour on the tourist market* (3 ECTS). Other courses which are marketing related are e.g., *E-tourism* (3 ECTS), *Methods of managing the quality of tourist services* (3 ECTS) and *International tourist market* (3 ECTS). There are also two courses on *Operation of travel agencies* (2 ECTS + 2 ECTS) where marketing in one sense or another is included. In the master programme the same problem arises with many courses with limited credits and with topics that require a general understanding of the area. With many lecturers involved there is always a risk for overlaps especially in the orientation and introduction of the courses. To avoid overlaps we therefore recommend to design more comprehensive generic courses with more ECTS. Another advantage with this is transferability as it can be difficult for students who like to go for exchange to an international university to get admitted as it can be hard to find out how many ECTS they have in generic areas, such as marketing and management.

Important issues which are discussed today in tourism, hospitality and recreation are digitalization and sustainability. More focus on sustainability from many perspectives including a critical one could be included in both programmes.

Another issue is the name of the specialisation in the bachelor programme called *Modern Hotel and Gastronomic Business*. *Modern* can be deleted to avoid the question if it is the opposite.

The *Tourism and Recreation* staff has cooperation with many universities and takes part in international programmes such as Erasmus. This shows good international contacts since many years back. The staff is also publishing in international journals, and it takes part in international research conferences which can be encouraged even more. To further Internationalization, the programmes should also devote more effort to attracting students from abroad. This could be accomplished, for example, by offering more courses in English. Currently, most of the international students come from the neighbouring countries.

Recommendations:

- The word 'modern' should be deleted in the name of the specialisation *Modern Hotel and Gastronomic Business*.

2.2.5 Bachelor of Engineering in International Logistics (B.Eng)

The study programme aligns well with the university's overall strategy. The *Bachelor of Engineering in International Logistics*, as a young degree, has not yet been assessed by the PAC.

The *Bachelor of Engineering in International Logistics* is very well designed and it has apparent, well-defined objectives and learning outcomes. The modules are appropriate for the undergraduate level and the course content is relevant. The programme offers opportunities for students to learn technical skills-sets; project work and internships are also suitable for giving students practical experience. It would be interesting to see the application of role-play and simulations in classroom teaching.

The graduates can go to work for logistics/transport companies and consulting companies, and they can continue their studies on master level. The expected workload is appropriate at the undergraduate level. The programme offers projects and internships in the final term.

2.2.6 Bachelor and master in Economics

Both programmes in "Economics" are, in comparison to the other programs, the most generally conceived. The bachelor and master programmes therefore contain many introductory modules to the single disciplines in the curricula. The objectives of the programmes reflect the requirements of the professional field as well as the scientific demands. The satisfaction of students with the programme was very high.

The expected student workload is sufficiently defined for both programmes, and the necessary credits are transparent. Internships are well structured, and the support provided by KUE seems adequate.

The bachelor programme contains numerous basic subjects such as *Economic analysis*, *Human capital analysis*, *Econometrics* complemented with *IT-Tools*, *Economics and behavioral finance*, *Institutional economics* and *Economics and European Integration*. Form and conditions of passing the subject during an exam are accurately and transparently described in the Study Regulations. The offered specializations are well conceived. The faculty is willing to make sure that new topics are integrated into the modules, such as *Managerial economics*, *Real Estate and Investments*, *Business development strategies* and *Economic and financial analytics*. The expert group recommends to also tackle topics like sustainability, digitalization, or healthcare economics. Subjects like *Human Resources* could emphasize more the legal aspects given its close links to labour- and professional law.

To avoid the cumulation of bachelor programme exams and increase the studyability of the period before thesis writing, the experts recommend to design more comprehensive generic courses with more ECTS credits associated.

The master programme is generally well-designed. Its structure contributes to achieving the formulated learning outcomes. Students are meaningfully introduced to the subjects, are provided with necessary methodological training, and are given the opportunity to choose specializations according to their own interests and the specific specializations of faculty. Internships enable early contact with prospective employers.

The master programme covers a broad range of topics. The first semesters are meant to educate students in a rather broad manner and to raise the general knowledge of students, before engaging in more specialized studies. Without enumerating all subjects, the following are remarkable, such as *Encyclopedia of law, Social Philosophy, History of Economic thought*. The variety of language courses is conspicuously well improved and underlines the confession of the *KUE* to a plurilingualism in the economics.

The curriculum contains not only academic courses in the chosen specialty, but there are also courses that develop students' personal and social skills further, deepen their general knowledge, and enhance their understanding of the civil responsibilities that follow from receiving higher levels of education. The *Economics* master programme concludes with a thesis, which is an important step towards independent and innovative research. Hence, this curriculum reflects the four purposes of higher education of the Council of Europe. There are also courses that appear important for the regional labour market, such as the emphasis on real estate market. The European vocation is applied in the course *Legal and institutional foundations*.

With this combination of general-knowledge courses, in the beginning, more deepening courses in the second and following years, internships and a research-based thesis, in the end, the programmes aim to educate students that are not only highly qualified specialists, but also well-educated citizens that can make a meaningful contribution, not only to their future employers but also to society at large. The expert group found this goal excellently realized in *Business ethics* as well as in the international strategy and direction of the master programme.

The master and the bachelor programmes in Economics seem to be based on a solid and individual concept. They train competitive specialists with a professional orientation in the field of economics and ample career opportunities. A connection and admission to a PhD program, even to a habilitation, is possible.

The pluralism of languages offered by the *Economics Institute* witnesses an open-minded and fresh spirit and the study programmes are well integrated into the overall strategy of the university. As credibly explained in the online interviews, external stakeholders and students are involved in the design and development of the programmes.

Recommendations:

- To avoid a cumulation of exams in the period before thesis writing experts recommend to design more comprehensive generic courses with more ECTS credits associated.
- The expert group recommends to also tackle topics like sustainability, digitalization, or healthcare economics.
- Subjects like *Human Resources* could emphasize more the legal aspects given its close links to labour- and professional law.

2.2.7 International Management

The mission of the International Management programme is to educate future leaders of the international, multicultural business world". The International Management programme is designed to respond to society's needs and challenges (economic crises, climate change, environmental issues, etc.) by educating effective, socially responsible managers who will function efficiently in an international environment. This profile is very well aligned with the assumptions of the University Development Strategy 2021-2024.

External stakeholders and students are actively involved in the design of the programme. During the two-day assessment sessions, we also learned that teachers' initiative, students' feedback, and business communities' demands are important factors that drive the course design process. The four major areas *Global Business*, *Sustainable Development*, *Managerial knowledge and competences*, *Analytics in business applications* are well developed over time.

The main objective/learning outcomes of the programme are chosen and implemented well in the curriculum. There are well structured courses specific to CSR and green business development, which echoes the defined objectives with sustainable business development. However, the topic of sustainability in international business could be expanded even more. The expected student workload is sufficient and transparent, and the university provides a good level of support to students.

As the Polish economy is increasingly related to the global economy, the international dimension of the programme should be improved. English should be used as the main teaching language; the number of international students should be increased; and the course literature

should meet high quality international standards. More foreign faculty members can be employed long-term or short-term to help contribute to the quality enhancement of the programme. International students should be better represented and research-based curriculum design should be strengthened. The programme homepage can be improved substantially.

Career opportunities look promising. It could be interesting to know if there are students pursuing PhD studies after the completion of their master degree. Currently, the university does not offer this option.

Recommendations:

- The treatment of sustainability in international business should be expanded even more.
- The international dimension of the programme should be improved by making English main language of teaching, attracting more international students, and using high quality English language academic literature.
- To improve the quality of the programme, foreign faculty members should be attracted, and the curriculum should be more research-based.

2.3 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

3.1.1 General points

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.

3.1.2 Diversification of educational methods

Various methods of education are used, mainly aimed at the active participation of students in the teaching and learning process and guaranteeing their achievement of learning outcomes. Among the instruments used are lecturing (lecture, presentation), problem-based (seminar, discussion), activating (working in groups, case analysis, simulation).

The selection of learning methods is made individually by the person responsible for preparing the subject cards and conditioned by the specific goals and content of classes and defined learning outcomes for a specific subject. Subject cards are systematically verified before the

beginning of each education cycle. A graphical presentation of the relationship of learning methods with the objectives and content of the subject as well as learning outcomes related to the degree intended learning outcomes is contained in the implementation matrix generated in each subject card. In addition, the concept of education is distinguished by involving students in conducting scientific research and providing students with the opportunity to present research results during scientific conferences.

The university also aims for an *interdisciplinary education*, 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. It also strives for the *internationalisation of the education process* by corresponding to the educational standards implemented at foreign universities. This allows students to conduct part of their studies and internships abroad under the *Erasmus+*, *CEEPUS* and *POWER* programmes. Educational content is implemented by means of *innovative methods*, including primarily methods that activate 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; films teaching, digital tools, e.g. *Kahoot*, E-learning tools on *Moodle*, *Zoom*, *MS Teams*, *Clickmeeting*). Practical forms of conducting classes are preferred shaping an applied knowledge mindset, i.e., project-based learning, workshops, guest lectures of business practitioners, and professional internships. For selected courses students are equipped with professional financial calculators to complete in-class exercises.

3.1.3 Assessment methods

The system of verification of the degree of achievement of the intended learning outcomes 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. Lecturers can identify conditions conducive to and hindering the implementation of learning outcomes within the subject. Student grades range from excellent (5.5) to insufficient (2.0). The basic principles of informing students about their achievements during studies are contained in the Regulations of KUE studies.

The method of calculating the assessment of current achievements is determined by the “subject card” (subject syllabus). The final grade in the subject considers the assessment of current achievements and the assessment from the exam. A positive final assessment may be given if both ratings are positive. The method of its calculation is determined by the item card.

The methods of checking and assessing learning outcomes implemented at the institutes can be categorized according to the achieved learning effects and the control stage (current, final). Assessors make use of *tests*, *descriptive works* (knowledge), *practical exams carried out in specialised laboratories* (skills and social competences), *internships* (skills and social competences), and *oral statements and presentations* (knowledge, skills, and social competences).

Methods of simulation, case studies based on authentic scenarios from international exams are used. Written assessment work/colloquia contain mainly open questions. The criteria for control assessments of partial papers, oral presentations and final exams are based on the criteria of international examinations.

The impartiality of assessment is to ensure that all students have the same (fair) conditions to assess their achievements. This means informing in advance (at the first classes in the semester) about the conditions of passing or failing an exam (as well as timing and scope), creating appropriate conditions during the examination, and the proper selection of methods for assessing student achievements. The criteria for grading are clearly defined in the cards of subjects implemented in the field. The regulations regarding the absence and illness of students are also clearly defined.

After obtaining the assessment, the student has the right to inspect their own works. Final grades are communicated to the student using the electronic student service system within 7 days from the end of the retake session. A student who does not agree with the final grade in the subject and raises justified objections, has the right to take the commission exam by submitting a written application to the director of the institute within seven days from the date of obtaining the final grade. Detailed guidelines are set out in § 19 of the *KUE Regulations of Higher Studies*.

In matters of grades, students also have the option of submitting an appeal in accordance with the provisions of the Regulations of Studies §19. In addition, it is possible to submit complaints and requests to the supervisor of the field of study, students who are members of the Institute's *Programme and Teaching Team*, heads of departments, responsible for the implementation of the study programme, the director of the institute, Dean of the college, Rector or Vice Rectors, other units responsible for particular areas of activity, e.g., Department of Living Affairs of Students and Doctoral Students, Office for Persons with Disabilities.

3.2 Assessment

The University offers various types and methods of teaching and learning at KUE, including lectures, problem-based approaches such as seminars and discussions, group work, case analysis, simulations, scientific research, and presentations. These methods provide a diverse

approach to actively engaging students in the learning process, leading to the improvement of various skills, which is highly beneficial.

The university has a comprehensive and clearly defined evaluation concept. It systematically records problems and suggestions for improvement, allowing them to be addressed by the appropriate individuals. This concept is well described for all students and is available on the university's website. Furthermore, students can directly exchange ideas with the lecturers, enabling them to provide feedback and engage in discussions.

The students have a wide range of courses and additional subjects to choose from, allowing them to specialize and deepen their interests.

Emphasizing the flexible design of individual study plans should remain a strong focus. Additionally, it is essential to provide further training for lecturers in teaching methods and current topics to ensure that the university stays up to date with the latest technology. Notably, students express high satisfaction with the teaching methods, lecturers, and campus, and they would highly recommend the university to their friends.

The coexistence of full- and part-time programmes should be considered with some caution. Both programmes have identical total lengths, but teaching for part-time students is concentrated on weekends. This raises doubts that the latter programme accommodates 30 ECTS per semester indeed. Hence, standards might differ across programmes, in contrast to the representatives' statements. Full-time students have better grades than part-time students, but the difference is only slight.

Many programmes contain numerous modules with relatively small numbers of ECTS credits associated to them (2 - 3 ECTS) which makes it difficult to get into depth. Consequently, the number of exams per semester is also high. Students reported that they suffer from the excessive cumulation of exams (especially in the phase prior to the thesis research), and experts also worry that this practice – that potentially involves a large number of teachers - has a high risk of creating overlaps between modules in the introduction and orientation of the course. The university therefore should aim to design more comprehensive generic courses with more ECTS credits associated, thereby also lowering the number of exams per semester.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The university should ensure that standards, studyability, and achievement of learning outcomes of part-time and full-time studies are the same.
- The university should aim at designing more comprehensive generic courses with more ECTS credits associated, thereby also lowering the number of exams per semester.

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

4.1.1 Admission

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 pre-

pared and reported by the administration involved in the recruitment process. Besides information 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 overall assessment of meeting the ESG Standard on Student admission, progression, recognition, and certification is very positive.

The admission requirements and processes are clearly described. The website (English) informs about the application criteria for bachelor and master programmes, the admission process, and fees for international students. It is described step by step how to apply, which regulations to consider and what kind of documents to submit. There is also information about the exchange programmes the university is involved in.

There is a detailed procedure for passing semesters/years and progression into higher years of study. It is set out in the rules of study (Senate Resolution No. 12/2018 of 23 April 2018). There are rules for when the student is not passing a subject, a semester, and a year and who is taking the decision. Rules also exist when students lack participation in compulsory classes.

In the regulation of studies there are rules for what documentation is needed to complete the studies. It is described how the evaluation of the diploma thesis is carried out and the conditions for the diploma exam are listed. Graduation takes place on the day of passing the diploma exam with a positive result. The basis for calculating the final grade of studies is also clearly described. Given the international ambitions of the university and its wish for more international student mobility, experts recommend that the Diploma Supplement be issued standard in a Polish and an English language version.

4.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- Experts recommend that the Diploma Supplement be issued standard in a Polish and an English language version.

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

The *Institute of Economics, Finance, and Law* which offers the bachelor and master *International Economic Relations* and the bachelor and master *Economics*, consists of 116 research and teaching staff, including 4 full professors, 27 university professors, 53 assistant professors and 31 independent research workers. The institute offers 5 bachelor and 4 master programmes.

The *Institute of Management*, which offers the English language *Bachelor of Engineering in International Logistics*, the master in *International Management* and the bachelor and master programme in *Tourism and Recreation*, employs 123 research and teaching staff, including 7 full professors, 34 university professors and 47 assistant professors. The institute offers 9 bachelor and 9 master programmes.

The *Institute of Political Science, Sociology and Philosophy* employs 30 academic teachers. Out of 30 academic teachers, 25 people are research and teaching staff, 4 people are teaching staff and one person is employed in a research position. The staff includes one full professor, 12 associate professors and 16 PhD. Currently, the institute offers solely the bachelor and master programme *International Relations*, and it plans to launch three new programmes in the academic year 2023/24.

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 *Krakow 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 *Krakow 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 pro-

jects. 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

Overall, the KUE deserves praise for the extent, quality and working conditions of its teaching staff. While most Western European and North American universities increasingly resort to adjuncts and the outsourcing of teaching, 95% of *KUE* teachers are permanent faculty. At the national level, the teaching load of *KUE* faculty is 30 hours lower than the average of Polish universities, while their salary is the second highest in the country. Hence, in both absolute and comparative terms, the *Krakow University of Economics* appears to provide optimal employment conditions to lecturers and researchers, which benefits students as well.

Nonetheless, the recent reform of the Polish academic system, known as "Law 2.0", while granting more autonomy and flexibility to the university in the shaping of its programmes and

activities, applies simultaneously enormous pressure on faculty in terms of research productivity. For the well-being of lecturers and students alike, it is essential that the *KUE* leadership secures an affordable teaching-research balance to its faculty.

Among the potential areas of improvement, the teaching assignments of junior faculty remain relatively high, and potentially overwhelming if combined with research duties. On average, Assistant Professors, making up most of the current faculty, are required to teach 210 hours per academic year, which normally corresponds to seven courses. This is a remarkable workload, allowing little time for research, publications, and conferences. To enhance both the research profile of the university and the career opportunities of its junior faculty, the experts recommend containing the teaching assignments of Assistant Professors within a maximum of six courses per academic year.

Moreover, the *KUE* leadership is invited to strictly implement and carefully monitor the existing system of incentives to research and publications, which the experts assess positively. It is crucial that researchers and lecturers at all levels of their academic career are kept informed about such possibilities and entitled to apply to them.

The recruitment procedures of faculty at the *Krakow University of Economics* appear overall fair and open, adequately regulated, and sufficiently transparent. Based on the documentation provided by *KUE* and on the results of the accreditation interviews with the university leadership and faculty, the experts found no evidence of improper interference by the national government or abusive behaviour by the academic authorities in the selection of researchers and teachers. In principle, calls for applications are open to all EU citizens. In compliance with national and EU laws, the experts encourage efforts to open employment opportunities to applicants from outside the European Union as well.

5.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- To enhance both the research profile of the university and the career opportunities of its junior faculty, the experts recommend containing the teaching assignments of Assistant Professors within a maximum of six courses per academic year.
- The university should ensure that researchers and lecturers at all levels of their academic career are kept informed about the existing system of incentives to research and publications and be entitled to apply to them.
- The experts encourage efforts to open employment opportunities to applicants from outside the European Union as well.

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

6.1.1 General information about the campus

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/>).

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.

6.2 Assessment

The overall assessment of meeting the ESG Standard on learning resources and student support is very positive. Teaching and research facilities as well as student services and the administration are located on the campus of the university and are therefore easily accessible for all students and faculty. Facilities are open seven days a week since the university offers full-time and part-time studies during the week and on weekends.

The university has made a remarkable effort to acquire rights to access major academic journals, including international journals. Teaching materials are required to be available on-site in the library and they are also available online. Students are taught how to use the library and they are also introduced to databases and online research methods.

The university has several offices supporting students' mobility, internships, career placement, IT-development, and language training, which provides students with excellent support throughout their studies. The overwhelming approval of students of university facilities and support systems testifies to this.

The *International Programmes Office* supports outgoing and incoming students as well as partnership programmes. The exceptional engagement of the university in integrating refugee students and faculty from Ukraine is commendable.

To secure a high quality of services, good transparency, and visibility, and to further promote the internationalization of the programmes offered, the expert group would like to emphasize that the university should continuously improve the quality of these services.

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.
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7.1 Implementation

7.1.1 General data

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 information management systems used by the *KUE* meet the international standards in terms of features and functionality and fulfil the requirements for intuitive usability of modern information systems. The systems cover the needs of a university for the monitoring and control of its activities. According to the *KUE*, the data generated can be used in the intended way for the control and further development of the university.

The university collects useful data on many levels enabling a smooth management of day-to-day activities and processes, while also capturing valuable quality management data that open perspectives from top-down and bottom-up. The evaluation of data is accompanied by quality assurance measures and the planning of follow-up activities.

The university education portal *Moodle* is used for information sharing and management, giving access to information on the management, planning, and implementation of study programmes as well as offering suitable means of communication between students and faculty. Various systems provide information to learners, employers, stakeholders, and faculty. Confidentiality of information and data protection are generally ensured.

It is commendable that the university also collects feedback on student satisfaction with administrative services of the university, beyond satisfaction with courses and programmes.

The university's current efforts in creating a single all-encompassing digital management system seem very well placed and it may also benefit the creation of a single all-encompassing university website. The parallel existence of the *Public Information Bulletin* and the main website of the university is not immediately evident and it seems to increase expenditure with regards to data management and synchronisation on both channels.

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.

Three institutes of KUE are involved in this accreditation procedure: the Institute of Economics (<https://ie.uek.krakow.pl/>), Institute of Political Science, Sociology and Philosophy (<https://gap.uek.krakow.pl/ipsf/>) and the Institute of Management (<https://knzj.uek.krakow.pl/iz/o-instytucie/>). Institute 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.

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.

Scientific Circles operating within the institutes also communicate with students and the wider public through social media (Facebook, Instagram, Snapchat).

8.2 Assessment

Generally, the *KUE* provides comprehensive information on its activities. The main website offers ample news on current activities and links to all relevant subjects, from university administration to research and study programs, including international issues. Websites are well-structured, not overloaded with content, and topical. Social media plays a meaningful and successful role in conferring information to stakeholders and the public, as documented by the high number of likes, followers, and subscribers. Application to the study programmes is possible online and is supported by detailed procedure information.

However, the information on the study programmes themselves could be improved. While individual websites are supplied for all programmes, be they in Polish or English, their vast majority contains just four-to-ten-line paragraphs of general description, career prospects, and the basic curriculum. This is mostly presented as a PDF file without further information on module contents, study regulations, and contact persons. There is only a link to the general portal of the student service center without any relation to the programme at hand.

During the conference, teachers reported that they wish to receive more digital information about e.g., administrative issues, news, the overall performance of the university. A range of websites at various levels of the organization need improvement to satisfy the need for information beyond regular mailings.

Still, the university should provide more information in English given the institution's ambitious goals of internationalization and attracting students and staff from around the world. This applies to all institutes and colleges of the university as well as the Rector's websites. While not all Polish content needs to be presented in English, a closer alignment of the internet appearances in Polish and English seems due.

8.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- A range of websites at various levels of the organization need improvement to enhance the flow of information between the administration, students, staff, and the public.
- The overall stability of the website should be improved. Access to sites and links should always function.

- The public information on the study programmes offered should be expanded with all programme-relevant information, such as module contents, study regulations, and contact persons.
- The English version of the website needs further improvement. The university should work on aligning the Polish and English version where this is sensible.

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

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

Quality assurance and improvement of programmes are key components of the *Krakow University of Economics*. Therefore, the university has implemented a comprehensive and well-thought-out quality and continuous framework for the improvement of programmes. The quality process and the results of quality measurements and improvements are made transparent to stakeholders.

The university has published several quality assurance documents, detailing the quality control of programmes and its strategic goals, which together define the process of programme evaluation and the common development goals of the organization. Students, faculty, staff, alumni, and external partners are required to participate through various formal and informal exchanges of information to evaluate programmes, which ensures that curricula are current and responsive to societal and economic changes. Faculty and university commend that the new Higher Education Law has extended their freedom of implementing changes to the curriculum independent of the *Ministry of Education and Science*.

The university also uses an appropriate spectrum of surveys to evaluate its performance, e.g., enrolment and graduation survey of students, student course and teacher evaluation, and surveys directed at dean's office and administration.

Updates and changes of the curriculum go through a defined process of quality control, including teaching personnel (peer), departments / director level and head of department. This allows that the content of the courses is constantly updated but remains synchronized with the general objectives of the programme and assures that ECTS points and workload required match. Important research is implemented in the curricula – each of the syllabi provides a literature list with at least one international publication.

It is especially commendable that the main stakeholders, faculty, staff, and students, are enthusiastic about quality management and are willing to discuss how to improve the programmes. This is considered a key element of all evaluation and improvement efforts.

Student expectations and needs are met by the programmes, based on the data provided by the university and the ad hoc survey conducted during the discussions with students. The experts conducted a short survey on student satisfaction with the question of whether they would recommend the university programme they are studying to their own family members. Out of the selected group participating in the discussions, all students recommended their study programme.

Still, the external stakeholder review of study programmes could be more internationalized, including an even wider range of stakeholders. While the university is focused on business, we suggest including non-economic stakeholders in a minor share to balance short-term employment needs with long-term societal demands. An opportunity might also be to survey the long-term success of graduates on the job beyond the hiring process and to use their structured input in the development of programmes on a continuous basis.

The university demands significant resources from students to participate in many evaluations. To close the quality loop, the university should report the results of evaluations and potential measures back to students. Generally, the results of quality assurance and measurement could be made available in a publicly accessible data source, such as a dashboard. This will provide easy access to students and the public and is likely to create an additional incentive to improve and develop quality in education and research.

9.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The selection of external stakeholders should include more international experts and more non-economic stakeholders to balance short-term needs of the labour market with long-term societal demands.
- An evaluation of long-term success of graduates on the job should be included in the development of programmes.
- The university should report the results of evaluations and potential measures undertaken back to students in a transparent way.

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. The *International Relations* (bachelor and master), *International Management* and the *Bachelor of Engineering in International Logistics* programme have not been evaluated yet by the Polish Accreditation Committee (PAC).

International Economic Relations

Accreditation by the PAC was concluded with a positive decision in 2022. The reaccreditation will take place in the academic year 2025/26.

PAC issued the *Open to the World - Excellence in International Cooperation* certificate in February 2023, the *International Economic Relations* degree was among four degrees awarded with the distinction *Excellence in Education*.

Economics

PAC awarded the *Economics* degree (bachelor and master) an “exemplary” rating in 2017. The previous accreditation took place in 2010 and the next is expected in 2025-26.

Tourism and Recreation

PAC rewarded the bachelor and master studies in the field of *Tourism and Recreation* with a positive assessment in 2018. The next programme evaluation should take place in the academic year 2024/2025.

Various degrees also undergo external review by partner institutions that are involved in the construction and delivery of programmes as well as specific forms of certification. This involves institutions such as:

- ACCA (Association of Chartered and Certified Accountants);
- CIMA (Chartered Institute of Management Accountants);
- CFA Society Poland;
- Polish National Bank;

- Polish Banking Supervisory Committee;
- CEPI (European Association of Real Estate Professionals);
- IPMA (International Project Management Association);
- Examination Board for Candidates for Statutory Auditors.

KUE is currently undergoing external quality assessment through *ACQUIN*. 12 programmes are evaluated during this accreditation and the certificate will be valid for 6 years.

University-wide

The high level of language classes conducted by *KUE Language Centre* has been confirmed by granting this unit the international *EAQUALS* accreditation certificate (in 2018 and renewed in 2022). The university is also accredited partner as a foreign campus of Clark University (NECHE).

10.2 Assessment

The *KUE* external quality assurance is performed for each programme by national regulation through the Polish Accreditation Committee (PAC). According to the self-evaluation report and the discussions of the expert panel with *KUE* management, faculty, staff, and students, the external quality assurance of the Polish government is appropriate and does cover all academic levels, i.e., university, faculty, and study programme level. The external quality assurance observes not only the internal development, but also ensures the compliance with the legal requirements.

From the point of view of the expert panel, the process of external accreditation and re-accreditation helps to promote internal quality assurance and to implement new official requirements. A periodical accreditation would be preferable to the current less transparent system of nomination, but this is not within the university's sphere of influence.

The long list of voluntary certifications and accreditations illustrate the university's extraordinary commitment to high-quality education and scientific excellence.

10.3 Conclusion

The criterion is fulfilled.

IV Recommendation to the Accreditation Commission of ACQUIN

1 Assessment of compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in the actual official version

The study programmes “International Economic Relations” (BA/MA), “Economics” (BA/MA), “International Relations” (BA/MA), “Tourism and Recreation” (BA/MA), “International Management” (MA), and “Bachelor of Engineering in International Logistics” (B.Eng.) were assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG), and the national or other relevant regulations.

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**.

2 Accreditation Recommendation

The peer group proposes the **accreditation without conditions**, but **with recommendations**:

General recommendations:

1. To further the goal of internationalization, the expert team recommends more English and other foreign language course contents as well as international faculty members and/or guest lecturers.
2. The university should enhance possibilities for faculty to combine teaching with research and publication requirements and involving master students in (international) research projects.
3. The experts recommend more transparency on international partnerships and joint degree programmes of the university and on how students can benefit from them.
4. Experts encourage increased communication and coordination across the programmes and between institutes to share resources and foster an interdisciplinary approach.
5. The university should work on a clearer demarcation between all bachelor’s and master’s programme pairs under assessment in this accreditation.
6. The university should ensure that standards, studyability, and achievement of learning outcomes of part-time and full-time studies are the same.

7. The university should aim at designing more comprehensive generic courses with more ECTS credits associated, thereby also lowering the number of exams per semester.
8. Experts recommend that the Diploma Supplement be issued standard in a Polish and an English language version.
9. To enhance both the research profile of the university and the career opportunities of its junior faculty, the experts recommend containing the teaching assignments of Assistant Professors within a maximum of six courses per academic year.
10. The university should ensure that researchers and lecturers at all levels of their academic career are kept informed about the existing system of incentives to research and publications and be entitled to apply to them.
11. The experts encourage efforts to open employment opportunities to applicants from outside the *European Union* as well.
12. A range of websites at various levels of the organization need improvement to enhance the flow of information between the administration, students, staff, and the public.
13. The overall stability of the website should be improved. Access to sites and links should always function.
14. The public information on the study programmes offered should be expanded with all programme-relevant information, such as module contents, study regulations, and contact persons.
15. The English version of the website needs further improvement. The university should work on aligning the Polish and English version where this is sensible.
16. The selection of external stakeholders should include more international experts and more non-economic stakeholders to balance short-term needs of the labour market with long-term societal demands.
17. An evaluation of long-term success of graduates on the job should be included in the development of programmes.
18. The university should report the results of evaluations and potential measures undertaken back to students in a transparent way.

Recommendations for the study programme “International Economic Relations” (BA/MA):

1. The language proficiency required for the specialization *International Business* should be clarified.

2. The size of modules should be adjusted in a way as to not impose restrictions on factual choices within specializations and among electives.
3. All modules should be listed in the programme matrix.

Recommendations for the study programme “International Relations” (BA/MA):

1. Instead of *Eurasia*, the master programme should sharpen its focus by concentrating on the region of *Central Asia* or *East Asia*, or on more explicitly clustered global issues.
2. The bachelor and master curriculum should both be extended to offer separate and comprehensive seminars about varying topics pertaining to the *European Union*, advisably in cooperation with other institutes of the university.
3. *International Relations* students should learn to critically conceptualize the geographical areas forming the focus of their study programmes.
4. Study abroad and internships in international or transnational organizations should be expanded and firmly integrated into the course of study.
5. Experts recommend giving more weight to input of individual lecturers, especially younger faculty members, in the review mechanism of the *International Relations* curriculum. The curriculum could be made more flexible and reactive to the ongoing challenges of the real world.

Recommendations for the study programme “Tourism and Recreation” (BA/MA):

1. The word ‘modern’ should be deleted in the name of the specialisation *Modern Hotel and Gastronomic Business*.

Recommendations for the study programme “Economics” (BA/MA):

1. To avoid a cumulation of exams in the period before thesis writing experts recommend to design more comprehensive generic courses with more ECTS credits associated.
2. The expert group recommends to also tackle topics like sustainability, digitalization, or healthcare economics.
3. Subjects like *Human Resources* could emphasize more the legal aspects given its close links to labour- and professional law.

Recommendations for the study programme “International Management” (MA):

1. The treatment of sustainability in international business should be expanded even more.
2. The international dimension of the programme should be improved by making English main language of teaching, attracting more international students, and using high quality English language academic literature.
3. To improve the quality of the programme, foreign faculty members should be attracted, and the curriculum should be more research-based.

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 25 September 2023.

General recommendations for all study programmes:

- To further the goal of internationalization, the expert team recommends more English and other foreign language course contents as well as international faculty members and/or guest lecturers.
- The university should enhance possibilities for faculty to combine teaching with research and publication requirements and involving master students in (international) research projects.
- The experts recommend more transparency on international partnerships and joint degree programmes of the university and on how students can benefit from them.
- Experts encourage increased communication and coordination across the programmes and between institutes to share resources and foster an interdisciplinary approach.
- The university should work on a clearer demarcation between all bachelor's and master's programme pairs under assessment in this accreditation.
- The university should ensure that standards, studyability, and achievement of learning outcomes of part-time and full-time studies are the same.
- The university should aim at designing more comprehensive generic courses with more ECTS credits associated, thereby also lowering the number of exams per semester.
- Experts recommend that the Diploma Supplement be issued standard in a Polish and an English language version.
- To enhance both the research profile of the university and the career opportunities of its junior faculty, the experts recommend containing the teaching assignments of Assistant Professors within a maximum of six courses per academic year.
- The university should ensure that researchers and lecturers at all levels of their academic career are kept informed about the existing system of incentives to research and publications and be entitled to apply to them.
- The experts encourage efforts to open employment opportunities to applicants from outside the European Union as well.
- A range of websites at various levels of the organization need improvement to enhance the flow of information between the administration, students, staff, and the public.
- The overall stability of the website should be improved. Access to sites and links should always function.
- The public information on the study programmes offered should be expanded with all programme-relevant information, such as module contents, study regulations, and contact persons.

- The English version of the website needs further improvement. The university should work on aligning the Polish and English version where this is sensible.
- The selection of external stakeholders should include more international experts and more non-economic stakeholders to balance short-term needs of the labour market with long-term societal demands.
- An evaluation of long-term success of graduates on the job should be included in the development of programmes.
- The university should report the results of evaluations and potential measures undertaken back to students in a transparent way.

International Economic Relations (B.A./M.A.):

The study programmes “International Economic Relations” (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programmes:

- The language proficiency required for the specialization International Business should be clarified.
- The size of modules should be adjusted in a way as to not impose restrictions on factual choices within specializations and among electives.
- All modules should be listed in the programme matrix.

Economics (B.A./M.A.):

The study programmes “Economics” (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programmes:

- To avoid a cumulation of exams in the period before thesis writing experts recommend to design more comprehensive generic courses with more ECTS credits associated.
- The expert group recommends to also tackle topics like sustainability, digitalization, or healthcare economics.
- Subjects like Human Resources could emphasize more the legal aspects given its close links to labour- and professional law.

International Relations (B.A./M.A.):

The study programmes “International Relations” (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programmes:

- Instead of *Eurasia*, the master programme should sharpen its focus by concentrating on the region of *Central Asia* or *East Asia*, or on more explicitly clustered global issues.
- The bachelor and master curriculum should both be extended to offer separate and comprehensive seminars about varying topics pertaining to the *European Union*, advisably in cooperation with other institutes of the university.
- *International Relations* students should learn to critically conceptualize the geographical areas forming the focus of their study programmes.
- Study abroad and internships in international or transnational organizations should be expanded and firmly integrated into the course of study.
- Experts recommend giving more weight to input of individual lecturers, especially younger faculty members, in the review mechanism of the *International Relations* curriculum. The curriculum could be made more flexible and reactive to the ongoing challenges of the real world.

Tourism and Recreation (B.A./M.A.):

The study programmes “Tourism and Recreation” (B.A./M.A.) at the Krakow University of Economics are accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programmes:

- The word ‘modern’ should be deleted in the name of the specialisation *Modern Hotel and Gastronomic Business*.

International Management (M.A.):

The study programme “International Management” (M.A.) at the Krakow University of Economics is accredited without any conditions.

The accreditation is valid until 30. September 2029.

The following recommendations are given for the further development of the study programme:

- The treatment of sustainability in international business should be expanded even more.
- The international dimension of the programme should be improved by making English main language of teaching, attracting more international students, and using high quality English language academic literature.
- To improve the quality of the programme, foreign faculty members should be attracted, and the curriculum should be more research-based.

Engineering in International Logistics (B.Eng.):

The study programme “Engineering in International Logistics” (B.Eng.) at the Krakow University of Economics is accredited without any conditions.

The accreditation is valid until 30. September 2029.