Internal regulation
University of Ss. Cyril and Methodius in Trnava
23/2022

Internal Quality Assurance System of Higher Education at the University of Ss. Cyril and Methodius in Trnava

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Article 1
Introductory provisions

In accordance with the wording of Act No. 269/2018 Coll. on Quality Assurance of Higher Education and on Amendment and Supplementation of Act No. 343/2015 Coll. on Public Procurement and on Amendment and Supplementation of Certain Acts, as amended (hereinafter referred to as the "Quality Assurance Act"), which established the rules for quality assurance of higher education in accordance with European standards, further in accordance with § 15 par. 1 letter b) Act no. 131/2002 Coll. on Higher Education Institutions and on Amendments and Additions to Certain Acts, as amended (hereinafter referred to as the "Act on Higher Education Institutions"), further in accordance with the Decree of the Ministry of Higher Education of the Slovak Republic No. 246/2019 Coll. on Quality Assurance of Higher Education Institutions. 244/2019 Coll. on the system of study fields in the Slovak Republic, Decree of the Ministry of Education and Science of the Slovak Republic No. 16/2016 Coll. on the system of study fields in the Slovak Republic, Decree of the Ministry of Education and Science of the Slovak Republic No. 16/2016 Coll, No. 296/2010 Z. z. of the Slovak Republic Government Decree No. 296/2010 Z. z. of the Slovak Republic Government Decree No. 296/2010 Z. z. of the Slovak Republic Government Decree No. 296/2010 Z. z. of the Slovak Republic Government Decree No. 296/2010 Z. z. of the Slovak Republic Government Decree No. 296/2010 Z. z. of the Slovak Republic Government Decree No. 296/2010 Z. z. on professional competence for the exercise of the health profession, the method of further education of health professionals, the system of specialisation fields and the system of certified work activities, as amended, as well as with the Standards for the internal quality system issued by the Slovak Accreditation Agency for Higher Education (hereinafter referred to as "SAAVS"), in accordance with § 48 par. 1 letter g) Statute of the University of Ss. Cyril and Methodius in Trnava, the University of Ss. Cyril and Methodius in Trnava (hereinafter referred to as "UCM") **issues an** internal regulation **Internal Quality Assurance System for Higher Education at the University of Ss. Cyril and Methodius in Trnava** (hereinafter referred to as "UCM VSK Directive").

Article 2

Definitions

For the purposes of this Directive:

a) The Internal Quality Assurance System for Higher Education at UCM (hereinafter referred to as "VSK") is a consistently interrelated set of policies, structures, and processes through which UCM ensures and develops the quality of fulfilling its mission in the field of higher education, creative activities and other related activities,
b) Standards for the internal quality assurance system of higher education means a set of requirements for the VSK and the way of its implementation,
c) creative activity means research activity, scientific activity, development activity, artistic activity, or other creative activity of UCM that is relevant to the fulfilment of the mission of UCM, especially in relation to the objectives and outcomes of education,
d) Quality assurance policies are a deliberately designed set of principles that guide the activities of UCM and its employees, students, and external stakeholders in order to achieve continuous quality assurance and development of higher education and other related activities,

e) VSK structures are understood as collective bodies, departments, institutions, contractors, or persons with defined competences, scope, and responsibility for a defined scope of quality assurance of higher education and other related activities,
f) VSK processes are the application of rules, regulations, codes, formalised procedures, and sequences of steps through which the quality assurance and development of higher education and other related activities are carried out.

Article 3
Basic provisions

1. UCM is a public university whose main mission is to contribute to the development of education, knowledge, science, and culture in accordance with the needs of society, to develop knowledge, skills, wisdom, creativity, and the good of man and thus contribute to the development of a knowledge-based society. The main task of UCM in fulfilling its mission is the provision of higher education in accordance with the needs of society and creative activity.
2. UCM ensures the quality of higher education by implementing the VSK and its continuous development.
3. Within the framework of fulfilling the quality assurance strategy, UCM implements the SAAVS standards and its own standards for VSK, which are divided into:
   a) quality assurance policies,
   b) creation, modification, and approval of study programmes,
   c) student-centred learning, teaching, and assessment,
   d) admissions, course of study, recognition of education, and award of academic degrees,
   e) teachers,
   f) resources to provide learning and student support,
   g) information gathering and processing,
   h) disclosure of information,
   i) ongoing monitoring, periodic evaluation, and periodic approval of study programmes,
   j) regular external quality assurance.
4. The VSK regulates the way of fulfilling UCM's mission in the field of higher education through:
   a) strategies for quality assurance of higher education and quality of creative activities of UCM,
   b) processes of quality assurance of higher education and quality of creative activity,
   c) links between creative activity and higher education at UCM in the relevant field of study (hereafter referred to as "SO").

Article 4
Subject of modification

1. This Directive regulates:
   a) the principles of quality assurance of VSK,
   b) principles of quality assurance of education,
   c) quality assurance policies,
   d) quality assurance structures,
   e) quality assurance processes,
   f) regular quality assurance,

g) periodic evaluation of the quality of education and creative activity.

2. The VSK Directive establishes the primary framework that sets the basis and rules for the development and implementation of VSK policies, structures, and processes.
3. UCM, through the UCM VSK Directive, accepts responsibility for the quality of education provided at all divisions, at all levels, and in all aspects. UCM has sufficient personnel, financial and material resources to operate its VSK, commensurate with its size and the range of educational, creative, and other related activities undertaken.
4. The VSK is an integrated system of policies, structures, and processes through which educational and creative activities and other related activities are carried out, continuously monitored, and regularly evaluated at UCM.
5. The aim of the VSK is to ensure the quality and development of educational and creative activities and other related activities at UCM in accordance with:
   a) the mission of UCM as defined in the UCM Statute,
   b) fulfilling the long-term strategic goals of UCM defined in the UCM Long-term Development Plan,
   c) with the requirements of the generally binding regulations in force at UCM,
   d) with the requirements of generally binding regulations of national importance, in particular the fulfilment of the SAAVS standards,
   e) with the requirements of regulations of European relevance, in particular the implementation of the ESG 2015 standards.

Article 5
Scope

The UCM VSK Directive is an internal regulation binding for all structures and divisions of UCM, employees, students, and stakeholders involved in educational and creative activities and other related activities carried out at UCM.

Article 6
Quality assurance principles of Internal Quality System

1. Students and external stakeholders are also involved in quality assurance.
2. Education and creative activities are intertwined, with the level and focus of creative activity corresponding to the level of higher education and the learning outcomes.
3. The internationalisation of educational, creative, and other related activities is encouraged, and the degree of internationalisation is consistent with the mission and strategic goals of UCM, the objectives and outcomes of education, and the needs of stakeholders.
4. Students, staff, and applicants are protected against any kind of intolerance and discrimination.
5. Maintaining scientific integrity and adherence to academic ethics, vigilance against plagiarism and other academic frauds are guaranteed and enable their detection and ensure that consequences are drawn.
6. The mechanisms for reviewing student complaints seeking protection of their rights or legitimate interests or pointing out specific deficiencies in UCM's activities or inaction are effective and transparent; they are conducted with the participation of student representatives and feedback is provided to the complainants on the results of the review and the action taken.

7. The general binding regulations and internal regulations of UCM are in harmony with each other and are respected.
8. Quality improvement of activities carried out by UCM is continuous.
9. A culture of quality is being developed at all divisions and levels of UCM.
10. The VSK is intertwined with the UCM Long-term Development Plan.
11. The performance of administrative activities related to quality assurance is efficient and does not burden teachers, students, and other creative employees of UCM with unjustified bureaucracy.
12. Habilitation proceedings and inauguration proceedings conducted at UCM meet the SAAVS standards for habilitation proceeding and inauguration proceeding.
13. Regular monitoring, evaluation, and revision of the VSK are carried out by all stakeholders, taking into account whether the VSK leads to the achievement of the strategic objectives in the field of quality assurance identified by UCM in its strategic documents, in particular in the UCM Long-term Development Plan.
14. Public access to formalized policies and processes and other VSK documentation is easy while respecting the specific needs of persons with disabilities. VSK documentation relevant to students is published in all languages of the programmes of study being delivered.
15. The basic principles of evaluation and assessment are: transparency, fairness, professional expertise, objectivity, and independence.
16. Policies, structures, and processes at UCM are in line with generally binding regulations in force nationally and internationally.

Article 7
Principles of quality assurance in education

1. The principles of quality assurance of education in the area of Creation, modification, and approval of study programmes (hereinafter referred to as "SP") are:
   a) Students, employers, and other relevant stakeholders are involved in the creation, modification, and approval of the SP.
   b) The assessment and approval of SPs shall be transparent, fair, professionally based, objective, and independent. Conflicts of interest and possible bias are avoided.
   c) The compliance of the SP with the SAAVS Standards for SPs is ongoing.
   d) The content and level of the qualification meet the sector-specific expectations of employers and other external stakeholders. In the SPs preparing for the regulated profession, it is in line with the European regulations for education in the regulated profession.
   e) The SPs enable the achievement of the learning objectives and learning outcomes set out in the graduate profile.
   f) The SPs have a clearly specified and communicated qualification acquired through successful completion of the programme, the level of which corresponds to the requirements of the relevant level of the qualification framework.
   g) The SPs have a clearly specified graduate profile and clearly defined and communicated learning objectives and learning outcomes that are verifiable, relevant to the mission of UCM, the relevant level of the qualification framework, and the area of knowledge according to the relevant SO or combination of SOs in which their graduates will obtain higher education.
   h) The link between learning and creative activities is clear, with the level and focus of creative activity appropriate to the level of higher education and the learning outcomes.

i) The SP provides students with transferable competences that influence students' personal development and can be used in their future careers and lives as active citizens in democratic societies.
j) The creation, modification, and approval of joint SPs with universities abroad follow the European Quality Assurance Approach for Joint SPs.
k) The SPs shall be created, implemented, and modified only in the SO and levels in accordance with the rights granted. In the case of regulated medical SPs, also in accordance with Government Regulation No. 296/2010 Coll.
l) The content correspondence of the SP with the description of the SO at the relevant level is demonstrated.
m) The SPs assigned to the respective SO/SOs, and levels are in accordance with the SAAVS Standards for SP.

2. The principles of quality assurance in the area of student-centred learning, teaching, and assessment are:
   a) Students' active role, autonomy, and independence in education and learning are encouraged and reflected in student assessment.
   b) The diversity of students and their needs is respected. The flexibility of trajectories in studies and with regard to the possibility of reconciling work/family life with studies is allowed. The spectrum of pedagogical methods, forms and approaches, and assessment methods is used flexibly.
   c) The appropriateness and effectiveness of the pedagogical methods, forms, and approaches used, and the methods of evaluation are regularly evaluated and improved.
   d) Students are provided with appropriate guidance and support from teachers.
   e) Mutual respect in the student-teacher relationship is promoted.
   f) Examiners are thoroughly familiar with the existing methods of verification of the achievement of learning outcomes, methods of testing, examination, and assessment of student performance, they have the support of UCM to further improve their knowledge and skills in this area of methods of verification of the achievement of learning outcomes, methods of testing, examination and assessment of student performance.
   g) The criteria, methods and deadlines for assessment and grading are known in advance and easily accessible to students.
   h) Assessment enables students to demonstrate the extent and level to which they have achieved the expected learning outcomes.
   i) Feedback is provided to students.
   j) Student assessment is linked, where necessary, to recommendations and guidelines on the learning process, is consistent and fairly applied to all students, is carried out in accordance with pre-approved procedures, and produces reliable conclusions that do not lead to unjustified differences in similar cases.
   k) The assessment provides feedback to students on the range and level of learning outcomes achieved and the assessment takes appropriate account of the circumstances of students with specific needs.
   l) Where circumstances permit, student assessment is carried out by more than one assessor and students have a means of redress against the results of the assessment, with fair treatment of those seeking redress.
3. The principles of quality assurance of education in the field of admissions, course of study, recognition of education, and awarding of academic degrees are:
   a) The rules for all phases of the student's study cycle, in particular for admission, progress and assessment, recognition, graduation, awarding of degrees, and the issue of diplomas and other evidence of qualifications shall be consistent, established, applied, published, and easily accessible.

b) The offer for applicants is published in advance and provides objective and complete information about the SP, admission requirements and criteria, and other conditions of the study.
c) The admission procedure is fair, transparent, and reliable and the selection of applicants is based on appropriate methods of assessing their suitability for study.
d) The admission procedure is inclusive and equal opportunities are guaranteed to every applicant who demonstrates the necessary prerequisites for graduation.
e) Opportunities to study at UCM for students with specific needs (within the meaning of § 100 of the Higher Education Act) and students from disadvantaged backgrounds are balanced by the provision of support measures and the creation of a balancing environment.
f) The qualitative level of the defended final and rigorous theses corresponds to their degree and requires an appropriate level of creative activities. Plagiarism and other academic fraud are detected effectively and sanctioned in a principled manner.
g) Recognition of higher education qualifications, periods and parts of studies, and prior learning, including non-formal and informal learning, shall be transparent, consistent, and reliable and shall be in accordance with the generally binding rules and principles of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon 1997) so as to promote student mobility.
h) Graduates are awarded the relevant academic degree, diploma, and other evidence of education that states and characterises the qualification obtained, including the learning outcomes achieved, the context, level, and content of the successfully completed studies.

4. The principles of quality assurance of education in the field of Teachers are:
   a) The selection of university teachers is transparent, objective, and professionally well-based, implemented on the basis of previously known requirements and criteria, in accordance with the mission and the Long-term Development Plan of UCM, and with the generally binding regulations. It is open and allows for inter-institutional, inter-sectoral, and international mobility of teachers.
   b) UCM systematically ensures that it has teachers whose qualifications, level of creative activities, practical experience, transferable competencies, and pedagogical skills enable it to deliver learning outcomes.
   c) UCM systematically ensures that the distribution of the workload of teachers and their work capacity allows for the provision of SP and corresponds to the number of students.
   d) The link between learning and teachers' creative activities is being strengthened, with the focus and level of outcomes of creative activities matching the level of the qualification framework at which the learning is delivered and matching the learning outcomes,
   e) Teachers develop their professional, linguistic, pedagogical, and digital skills and transferable competences.
   f) The assignment of teachers to provide SP and educational activities, to teach individual subjects of study, and to supervise final and rigorous theses is transparent and guarantees a level of qualification, competence, practical experience, focus, and results of creative activities that correspond to the level and outcomes of education.
   g) The professional qualification of teachers delivering the SP is higher than the qualification achieved by completing the SP. This requirement may be waived in justified cases.
   h) The workload distribution of university teachers enables the provision and development of the quality of SP, the provision of teaching and other related educational activities, the provision of student assessment, the management and

evaluation of final theses, participation in creative activities and other activities related to their professional development and the fulfilment of the UCM mission in the scope and proportions that correspond to the pool of working time in relation to the size of their working time and the nature of the position they hold.

i) Profile study subjects are normally provided by university teachers in the function of professor or associate professor, who work at UCM for a fixed work schedule. Course provision means being responsible for the subject, conducting lectures and other core learning activities of profile courses, and being responsible for quality assurance activities in the subject and the development of the subject so that the required learning outcomes of the SP are achieved. In SPs with an orientation towards vocational education, profile subjects are also delivered by university teachers who are experienced professionals from the relevant sector of the economy or social practice and who work at UCM for fixed work schedule or on part-time basis.

5. Principles of Quality Assurance in Education Resources for the provision of learning and student support are:
   a) Adequate financial resources allocated to the comprehensive provision of SP and related creative, support, and other activities consistent with its mission.
   b) The spatial, material, technical, infrastructural, and institutional provision of educational, creative, and other related activities is appropriate to the learning outcomes, the number of students, and their specific needs.
   c) The contractual partnerships required to achieve the learning outcomes are operational.
   d) Access to information resources, library collections, and services is appropriate to the learning outcomes and the focus of creative activities, the number of students, and is easy.
   e) Students have easy access to counselling and other support services and administrative resources that meet their diverse needs and are a prerequisite for their progress in their studies and their personal and career development.
   f) Tutoring, counselling, administrative and other support services, and related activities for students are provided by qualified support staff whose capacity is appropriate to the number of students and their diverse needs.
   g) Students have adequate social security and sports, cultural, spiritual, and social activities during their studies.
   h) All resources are also secured for divisions outside the UCM headquarters where SP or educational activities are carried out.
   i) The use of all resources is efficient and effective.
   j) Resources are accessible to students and students are informed of their accessibility.
6. The principles of quality assurance of education in the field of Collection, processing, and publication of information about studies are:
   a) Information used in the effective strategic, tactical, and operational management of the implementation and development of SP, creative activities, and other related activities of UCM is systematically collected, processed, analysed, and evaluated.
   b) Sets of indicators are set and systematically monitored.
   c) All stakeholders are involved in the collection and processing of information.
   d) Clear, accurate, adequate, and up-to-date quantitative and qualitative information about the SP on other related activities in accordance with the UCM mission is published and is relevant to prospective students, students, employees, employers, and other external stakeholders and the general public.
   e) Up-to-date information is published on the implementation and functioning of the VSK, the results achieved, and the measures taken.
   f) Information on the SPs is published in all the languages in which they take place.

g) The information published is easily accessible, including for people with disabilities.

7. The principles of quality assurance of education in the field of Continuous monitoring, periodic evaluation,n and periodic approval of the SP are:
   a) SPs are continuously monitored, periodically evaluated, and periodically approved, by employers, students, and other stakeholders involved in the VSK.
   b) UCM ensures that the delivery of the SP, student assessment, and learning outcomes are in line with current knowledge, technological capabilities, the needs of society, the needs of students, and the expectations of employers and other external stakeholders, and UCM creates a supportive and effective learning environment for students. In SPs preparing for the regulated profession, UCM ensures their compliance with the relevant European regulations for education in the regulated profession.
   c) UCM ensures that it has sufficient spatial, personnel, material, technical, infrastructural, informational, and financial resources to carry out the SP and other related activities.
   d) At least once a year, students have the opportunity to comment on the quality of the SP, the quality of teachers, the quality of support services, and the quality of the UCM environment.
   e) Adjustments to the SPs are the result of their continuous monitoring and periodic evaluation and are proposed with the participation of students, employers, and other stakeholders.
   f) The SPs are periodically approved in a period corresponding to their standard length of study.
8. The principles of quality assurance of education in the field of Regular External Quality Assurance are:
   a) UCM undergoes regular external quality assurance assessments to ensure that the VSK is developed and implemented in accordance with the SAAVS standards for the internal system.

Article 8
Quality assurance policies

1. Quality assurance policies are an integral part of the quality assurance system at UCM, and the objectives and indicators of quality education are in line with these policies.
2. Policies are regularly reviewed and improved. In the event of significant changes in the external environment, they are reviewed and improved on an exceptional basis.
3. Quality policies regulate the development strategy of UCM, the strategy, structures, and processes of quality assurance and verification of education, creative activities, and other related activities.
4. The institutional-wide policy of the VSK for quality assurance of higher education at UCM is the UCM VSK Directive.
5. The quality assurance policies are in line with UCM's mission and strategic objectives. The mission of UCM is clearly defined in the UCM Statute.
6. UCM consistently fulfils its mission through the implementation of strategic objectives defined in the UCM Long-term Development Plan. The strategic goals are set in terms of educational and creative activities and other related activities. The strategic objectives of UCM are in line with the mission of UCM.
7. The basic institution-wide policies on quality assurance at UCM are:
   a) Statute of UCM,
   b) Long-term Development Plan of UCM,
   c) SAAVS standards for the internal system,
   d) Quality Assurance Strategy at UCM,

e) Internationalisation strategy,
f) Directive Internal Quality Assurance System of Higher Education at UCM,
g) Statute of the UCM Internal Quality Evaluation Board,
h) Rules of Procedure of the UCM Internal Quality Evaluation Board,
i) Principles for the Establishment of the List of Assessors and Temporary Working Groups at the Internal Quality Evaluation Board at UCM,
j) Statute of the Quality Board of the UCM division,
k) Statute of the UCM Study Programme Board,
l) Directive on external assessment of UCM's internal quality system,
m) Equal Treatment and Protection from Discrimination Directive - Gender equality,
n) other internal regulations of the UCM with institution-wide scope in the field of quality assurance (in particular the Code of Ethics of the UCM in Trnava, the UCM Work Regulations, the UCM Organisational Regulations, the Criteria for filling the positions of professor and associate professor at the UCM, Principles of the selection procedure for filling positions of university teachers, researchers, professors, associate professors, and posts of senior employees of the University of Ss. Cyril and Methodius in Trnava, Directive on the workload of teachers at UCM, Directive on plagiarism at UCM, Student Scientific Force and others).

8. The basic policies with institution-wide scope for quality assurance of education at UCM are:
   a) SAAVS Standards for the Study Programme,
   b) Directive on the Creation, Modification, and Approval of Study Programmes, Fields of Habilitation Proceedings and Inauguration Proceedings, and the Submission of Applications to the SAAVS,
   c) Methodological Guideline for Periodic Evaluation of Study Programmes at UCM,
   d) UCM Admission Procedure,
   e) UCM Study Regulations,
   f) Directive on Doctoral Studies at UCM,
   g) Directive on the Rigorous Examination Procedure at UCM,
   h) UCM Scholarship Regulations,
   i) Directive on the basic elements of the final theses, qualification theses, control of their originality, storage, and accessibility at UCM,
   j) Directive to ensure a generally accessible academic environment for students with specific needs at UCM,
   k) Directive on plagiarism at UCM,
   l) other internal regulations of UCM with institution-wide scope in the field of education (in particular Rector's Guideline No. 3/2021 on the Designation of the Person with the Main Responsibility for the Quality and Development of the SP and the Field of Habilitation Proceedings and Induction Proceedings (hereafter referred to as "OHIK") and for the Creation of Groups of Persons Ensuring the Profile Subjects of the SP and the Quality and Development of OHIK at UCM, the Code of Ethics for UCM students, the Disciplinary Regulations for UCM students, the Directive on Tuition and Fees Associated with Studies and others).
9. The basic policies with institution-wide scope for quality assurance of creative activities at UCM are:
   a) SAAVS Standards for Habilitation and Inauguration Proceedings,
   b) Directive on the Creation, Modification, and Approval of Study Programmes, Fields of Habilitation Proceedings and Inauguration Proceedings, and the Submission of Applications to SAAVS,
   c) Methodological guidelines for Periodic Evaluation of Habilitation Proceedings and Inauguration Proceedings at UCM,

d) Directive on the Evaluation of Creative Activity at UCM,
e) Directive on the Minimum Indicators of Creative Activity of Teachers at UCM According to the Functional Classification (assistant professor, associate professor, professor),
f) Directive on Doctoral Studies at UCM,
g) Statute of the Research Support Fund at UCM,
h) Rules of Procedure of the UCM Scientific Board,
i) Principles of the Habilitation Proceedings for the Award of the Title of Associate Professor and the Appointment Proceedings for the Title of Professor,
j) Criteria for the Evaluation of the Fulfilment of the Conditions for Obtaining the Scientific-pedagogical Title of Associate Professor and Professor at UCM,
k) UCM Directive Regulating the Process of Searching and Submitting Foreign Projects,
l) other internal regulations of UCM with institution-wide scope in the field of creative activity (in particular Rector's Guideline No. 3/2021 on the Designation of the Person with the Main Responsibility for the Quality and Development of SP and OHIK and the Creation of Groups of Persons Providing Profile Subjects of SP and Quality and Development of OHIK at UCM, UCM Rector's Guideline No. 2/2021 on the Development of Criteria for the Evaluation of the Level of Creative Activity and the Evaluation of the Outputs of Creative Activity According to the SP at the UCM divisions, the Directive on Remuneration).

10. The basic policies with institution-wide scope for quality assurance of other related activities at UCM are:
a) Directive on the Organization of Access to Information and Communication Technologies at UCM,
b) Directive on the Use of the Academic Information System,
c) Directive on the Receipt and Handling of Complaints about anti-Social Activities,
d) Directive on the Handling of Enquiries, Comments, Opinions, Requests, Suggestions, and Proposals at UCM,
e) Complaints Handling Directive,
f) Directive on Free Access to Information about the University and Payment of the Costs of Disclosure of Information,
g) Accommodation Regulations of the UCM Student House,
h) Library and Lending Regulations,
i) Obtaining Relevant Feedback from Stakeholders,
j) Directive for Working on the Intramural Computer Network,
k) Directive on the Rules for the Management and Use of UCM needs Mail,
l) Directive Regulating the Process of Concluding Bilateral Contracts at UCM,
m) Action Plan (UCM Long-term Development Plan, Gender Equality Implementation),
n) other internal regulations of UCM with institution-wide scope in the field of other related activities (Guidelines on the Use of UCM SharePoint, Urkund, UCM Visual Identity, Remote Access, UCM Online Systems, Editorial Activities, Records of Publishing Activities, Projects, and others).

Article 9
Quality assurance structures

1. UCM has established appropriate structures to fulfil its mission, strategic goals, and quality assurance of educational and creative activities, and other related activities, which form an integrated UCM VSK.

2. The powers, authority, and responsibilities of the various structures, including senior staff, other staff, and other stakeholders at UCM are defined in the relevant internal regulations (in particular statutes, rules of procedure, organisational rules and structures, charters, directives, and procedures).
3. VSK UCM is three-level in both vertical and horizontal planes.

Article 10
Vertical plane structures

1. The vertical plane is represented by the levels of performance of the policies and the implementation of the relevant processes.
2. Vertical levels of policy execution and implementation of relevant processes include the levels of the UCM Rectorate, the UCM division (faculty/institute), and the workplaces where the SP or OHIK is conducted (usually the departments).

Article 10a
UCM Rector's Office/Rectorate

1. The UCM Rectorate is an institution-wide structure.
2. The UCM Rectorate consists of the UCM management (Rector, Bursar, Vice-Rectors) and the relevant departments and clerks of the Rectorate structured into the Rector's department and the Bursar's department in accordance with the valid Organizational Structure of the Rectorate.
3. In accordance with the Higher Education Act, the Act on Quality Assurance, the SAAVS Standards for Internal Quality System, the UCM Statute and the Statute of the UCM Internal Quality Evaluation Board, the person responsible for the policies, structures, and processes in the field of quality assurance of higher education at UCM is the Rector of UCM.
4. The powers, responsibilities, and competences of the Rector in the field of quality assurance of higher education at UCM are defined by the Statute of UCM, the Statute of the Internal Quality Evaluation Board of UCM, the Rules of Procedure of the Internal Quality Evaluation Board of UCM, the Directive on the creation, modification, and approval of study programmes, fields of habilitation and inauguration proceedings and the submission of applications to the SAAVS.
5. The area of quality at UCM is, in accordance with § 36 of the UCM Statute, concentrated in the department of the relevant Vice-Rector and the relevant department in accordance with the UCM Organisational Regulations.
6. The administrative, self-governing, academic, and advisory bodies of UCM with university-wide competence in the field of quality according to the powers, responsibilities, and competences defined by internal regulations are:
   - UCM Board of Trustees,
   - Academic Senate of UCM,
   - UCM Scientific Board,
   - The Rector´s Board,
   - The Rector's Committee
   - UCM Internal Quality Evaluation Board
   - other university-wide committees and advisory bodies of the Rector.
7. The competence, powers, competences, and responsibilities of the Bursar and other UCM employees in the field of quality assurance of higher education at UCM are regulated by the Higher Education Act, the UCM Statute, and other internal regulations.

Article 10b

UCM divisions (faculty/institute)

1. The UCM divisions (faculty/institute) are a lower-level structure.
2. The UCM divisions (faculty/institute) consist of the management of the UCM division (dean/director, secretary, vice-deans) and the relevant departments and clerks of the UCM divisions structured in accordance with the valid UCM division Organizational Structure.
3. The person responsible for the quality of higher education at the UCM is the Dean of the Faculty/Director of the Institute. His/her responsibilities, powers, and competences in the field of quality of higher education at UCM are defined in the Statute of the Faculty/Institute, the Statute of the Quality Board of the UCM division, and the Directive on the Creation, Modification, and Approval of Study Programmes, Habilitation Proceedings and Inauguration Proceedings and Submission of Applications to the SAAVS.
4. The area of quality is, in accordance with § 36 of the UCM Statute, primarily concentrated in the area of the relevant Vice-Dean/designee and the relevant department/quality clerk in accordance with the UCM division Organisational Regulations.
5. The following are the self-governing, academic, and advisory bodies of UCM with competence at the level of the UCM division in the field of quality according to the powers, responsibilities, and competences defined by the internal regulations:
   - Academic Senate of the Faculty,
   - the Faculty's Scientific Board,
   - Dean's Board/Director's Board,
   - other advisory bodies and committees of the Dean/Director.
6. The relevant agenda of the institutes as university-wide divisions of UCM is discussed by the UCM Scientific Board (hereinafter referred to as "VR UCM"), the UCM Academic Senate (hereinafter referred to as "AS UCM"), and other relevant university-wide structures in accordance with the internal regulations.

Article 10c

Workplace/Department

1. The workplace is the elementary level where the SP or OHIK takes place. A workplace is defined by the UCM Statute and defined in terms of the organisational structure of the UCM division.
2. The workplace is represented by the workplace management (the head of the workplace and the deputy head of the workplace). The Head of the Department is the person responsible for the area of quality assurance of higher education in the department. The Head of the Department may delegate the quality area to a quality clerk/coordinator/entrusted person in accordance with the organisational structure of the Department.
3. For each SP, a group of 5 persons is designated to provide the profile subjects of the SP, including the person with the main responsibility for the quality and development of the SP. In the case of an apprenticeship, a teaching basis, a translatological basis of an SP, or an SP in a SO, the content definition of which is related to the preparation of specialists for one of the regulated professions with education coordination, listed in Annex 2 of the Decree of The Ministry of Education, Science, Research and Sport of the Slovak Republic No. 16/2016 Coll., and based on the disciplines assigned to regulated professions according to the Government Decree No. 296/2010 Coll., there is a group of 3 persons providing profile subjects of the SP, including the person with the main responsibility for the quality and the development of the SP. The responsibilities, competences, powers, and activities of the group of persons are defined by the relevant general binding regulations.

4. A group of 5 persons responsible for the quality and development of the OHIK, including the person with the main responsibility for the quality and development of the OHIK, shall be designated for each OHIK. In the case of an OHIK whose content definition is related to the preparation of experts for one of the regulated professions with education coordination listed in Annex 2 of Decree No 16/2016 Coll. of the Ministry of Education, Science, Research and Sport of the Slovak Republic and based on the disciplines assigned to the regulated professions according to Government Regulation No 296/2010 Coll., a group of 3 persons responsible for the quality and development of the OHIK, including the person with the main responsibility for the quality and development of the OHIK, shall be designated. The responsibilities, competences, powers, and activities of the group of persons are defined by the relevant general binding regulations.

Article 11
Horizontal plane structures

1. The horizontal plane is represented by the levels of creation and evaluation of policies, structures, and processes through which UCM continuously monitors and periodically evaluates educational and creative activities and other related activities, assesses and approves the creation, modification, implementation, and cancellation of SPs, OHIKs, the status of VSKs and proposes measures to improve their quality and development of UCM.
2. The horizontal plane consists of the UCM Internal Quality Evaluation Board (hereinafter referred to as "RVHK"), the UCM division Quality Board (hereinafter referred to as "RK"), and the Study Programme Board (hereinafter referred to as "RSP").

Article 11a
Internal Quality Evaluation Board at UCM

1. The RVHK is the university-wide quality assurance structure at UCM.
2. The RVHK is an independent advisory body to the Rector.
3. The composition, competences, responsibilities, and powers of the RVHK are defined in the Statute of the RVHK and the Rules of Procedure of the RVHK.
4. For the assessment of the agenda according to the relevant areas of assessment, the RVHK sets up temporary working groups in accordance with the Principles for the Establishment of the List of Assessors and Temporary Working Groups at the RVHK at UCM.

Article 11b
Quality Board of the UCM Division

1. RK is a structure at the level of UCM divisions.
2. The RK is an independent advisory body to the person responsible for the UCM division (Dean/Director).
3. The composition, responsibilities, competences, and powers of the RK are defined in the Statute of the RK at UCM.

Article 11c
Study Programme Board

1. The RSP is the structure at the level of the workplaces where the SPs take place.
2. The RSP is the body for monitoring, establishing, adapting, and developing the SP.

3. The composition, responsibilities, competences, and powers of the RSP are defined in the Statute of the RSP at UCM.
4. Each third-level SP is also monitored and evaluated by the relevant Field of Study Committee for Doctoral Studies (hereinafter referred to as "OK") or the Joint Field of Study Committee for Doctoral Studies (hereinafter referred to as "SOK"). The responsibilities, competences, and powers of the OK and the SOK are defined in the Directive on Doctoral Studies at UCM.

Article 12
Quality assurance processes

1. The institutional-wide process for quality assurance of higher education at UCM is the continuous monitoring and periodic evaluation of the fulfilment of the standards for SP, OHIK, and VSK, defined by SAAVS and in the relevant internal regulations of UCM.
2. Processes for quality assurance and quality assessment in higher education are set out in the areas of:
   a) education,
   b) creative activity,
   c) other related activities.

Article 13
Education

The processes for quality assurance of higher education at UCM in the field of education are:

a) Creation, modification, and approval of SPs.
b) Implementing lifelong learning.
c) Teacher selection.
d) Admissions, studies, recognition of education, and award of academic degrees.
e) Approval of thesis supervisors and thesis supervisors.
f) Student Evaluation.
g) Continuous monitoring, periodic evaluation, and internal accreditation of SPs.
h) Stakeholder involvement in the development, modification, approval, monitoring, and periodic evaluation of SPs.
i) Reviewing complaints by which a student seeks protection of his/her rights or legally protected interests, as well as points out specific deficiencies in the activities of UCM.
j) Student-centred learning, teaching, and assessment.
k) Maintaining scientific integrity and adherence to academic ethics, ensuring protection against any kind of intolerance and discrimination against students, staff, and applicants.
l) Promoting the internationalisation of educational, creative, and other related activities.
m) Providing resources for student learning and support.
n) Collecting, processing, and publishing information about the study.

Article 14
Creative activity

The processes for quality assurance of higher education at UCM in the field of creative activity are:

a) Implementation of creative activities at UCM by teachers, scientific and research staff, and students, especially in the third level of studies, in terms of fulfilling the requirements for creative activities defined by the relevant internal regulations of UCM.
b) Continuous monitoring and periodic evaluation of creative activity by area and assessment period:
   - evaluation of the level of creative activity of groups of persons responsible for quality and development in accordance with the requirements of SAAVS and internal regulations of UCM, in particular the Directive on the evaluation of creative activity at UCM,
   - evaluation of the level of creative activity of groups of persons providing profile subjects of the SP, including the person bearing the main responsibility for the quality and development of the SP in accordance with the requirements of SAAVS and the internal regulations of UCM, in particular, the Directive on the evaluation of creative activity at UCM,
   - evaluation of the level of creative activity of teachers, scientific and research staff of UCM in accordance with the internal regulations of UCM, in particular the Directive on the evaluation of creative activity at UCM,
   - evaluation of the level of creative activity of groups of teachers, scientific and research staff of UCM according to the areas of assessment (SP, SO, scientific fields, scientific areas, departments, divisions of UCM, UCM), in accordance with the internal regulations of UCM, in particular the Directive on the evaluation of creative activity at UCM,
   - evaluation of the fulfilment of the minimum indicators of creative activity at UCM according to the functional classification of the employee,
   - evaluating creative activity beyond the minimum indicators in order to reward creative activity.
c) Demonstrating the level of criteria for evaluating the fulfilment of the conditions for obtaining the title of associate professor and the title of professor at UCM.
d) Determining the overall quality profile for the relevant assessment area.

Article 15
Other related activities

The processes for quality assurance of higher education at UCM in the field of other related activities are:

a) Selection of other university staff.
b) Ensuring the professional development of teachers, scientific, research, and artistic staff.
c) Supporting the development of professional, language, digital skills, transferable competencies, and personal development for all employees.
d) Spatial, material, technical, informational, and personnel provision for the implementation of study programmes.
e) Generating and effectively using financial resources to provide learning and student support.
f) Care for students, including personal, career, social, cultural, spiritual, sporting, and other aspects of student life.
g) Collaboration with institutions of practice and with specialised teaching facilities for practical teaching, including external educational institutions.

h) Gathering, processing, analysing, and evaluating information for the strategic, tactical, and operational management of the implementation and development of SP, creative activities, and other related activities.
i) Publication of information about SPs and their graduates.
j) Publication of information on the implementation and functioning of the VSK, the results achieved, and actions taken.
k) Establishing, implementing, monitoring, and revising the VSK.
l) Regular external assessment of quality.

Article 16
Linking education and creative activity

1. Education and creative activity are closely interlinked at UCM.
2. A teacher at UCM carries out educational activities in close connection with his/her own creative (scientific, research, or artistic) activity.
3. The teacher shall involve the student, especially the third-level student, appropriately and effectively in his/her own creative activity.
4. A UCM student has the right to participate in the creative activities of UCM in the sense of applying the principle of student-oriented education, including his/her participation in basic and applied research and its outputs, so that he/she is prepared for practice to the greatest extent possible in connection with the completion of his/her studies.
5. UCM supports students' creative activity through relevant policies, structures, and resources.

Article 17
Culture of quality

1. The UCM Quality Culture is a set of principles, values, norms of behaviour, and attitudes that lead its employees, students, and other stakeholders to achieve high-quality activities at UCM in the areas of higher education, creative activities, and other related activities.
2. The development of quality culture at UCM in the provision of all its activities is systematic.
3. Staff, students, and other stakeholders are encouraged to provide feedback and suggestions for quality improvement in the areas of education, creative activities, and other related activities, in particular through regular questionnaire surveys of students, alumni, staff and employers, and other stakeholders.
4. Staff, students, and other stakeholders have the right to make suggestions for quality improvement to the relevant structures and to receive feedback on these suggestions.
5. UCM transparently evaluates and makes publicly available information about its activities in electronic form through its website, social networks, and internal information system.

Article 18
Regular quality assurance

1. Quality is assured and assessed in all educational, creative, and other related activities.
2. Quality assurance and evaluation shall take into account evaluations relating to the quality of educational and creative activities and other related activities over the previous period.
3. The evaluation shall place emphasis on independence, impartiality, objectivity, expertise, transparency, and fairness.

4. Where deficiencies in quality are detected, they are corrected in accordance with the relevant internal regulations.
5. New activities or changes are conditional on a reasonable expectation of quality improvement, or their introduction or implementation is necessary to maintain quality. This does not apply in the case of changes caused by force majeure.
6. The results of the evaluation are only published once it has been fully completed. This is not the case for interim evaluations.
7. The rules, criteria, and indicators for quality assurance and assessment and their application are regularly evaluated and optimised.

Article 19
Quality management

At UCM quality management lies:

a) in the adoption and updates of UCM strategic documents,
b) in the application of generally binding legislation, European standards, education quality standards, as well as its own specific and developmental criteria and tools,
c) in the application of appropriate quality assurance and quality assessment methods,
d) in the annual monitoring and evaluation of the fulfilment of the quality standards of education,
e) in responding to feedback from key stakeholders on identified issues and risks,
f) in taking and implementing measures to remedy identified deficiencies,
g) in the subsequent remediation of deficiencies, the introduction of corrective measures, and the monitoring of their implementation,
h) in communicating and sharing the actions taken with the external environment.

Article 20
Quality assessment

1. UCM undergoes a regular external evaluation of the quality assurance of higher education at UCM conducted by SAAVS in order to make sure that the VSK is developed and implemented in accordance with SAAVS standards for the internal system. UCM requests SAAVS to assess its internal system at least once every six years in accordance with and under the conditions set out in § 24 et seq. Act No. 269/2018 Coll. on Quality Assurance in Higher Education and on Amendment and Supplementation of Act No. 343/2015 Coll. on Public Procurement and Amendment and Supplementation of Certain Acts, as amended.
2. UCM may, on its own initiative, also undergo other comprehensive or partial external evaluations of the quality assurance of higher education at UCM in order to make sure that the VSK is developed and implemented in accordance with the SAAVS standards for internal system and other national and international standards.
3. The rules and procedures for external evaluation of quality assurance of higher education at UCM are defined in the Directive on External Assessment of the Internal Quality System of UCM.
4. UCM conducts a regular internal evaluation of the quality assurance of higher education at UCM to make sure that the VSK is developed and implemented in accordance with the SAAVS Standards for Internal System, strategic, conceptual, and other internal regulations of UCM.
5. The rules and procedures for internal evaluation of quality assurance of higher education at UCM are defined in the relevant internal regulation of UCM.
6. Quality assessment is an assessment in the areas of:

a) education,
b) creative activity,
c) other related activities.

7. The basis of UCM quality assurance is the internal evaluation of quality assurance processes.

Article 21
Methods for assessing the quality of education

1. In the field of quality assurance of education, evaluation sources are relevant statistical data and other sources, in particular:
   a) evaluation of teaching by students,
   b) evaluation of learning by lifelong learners,
   c) evaluation by alumni,
   d) evaluation by external partners,
   e) staff evaluation,
   f) evaluating the performance of teachers in educational activities,
   g) the University's international ranking in university rankings.
2. In the field of quality assurance of creative activities, evaluation sources are relevant statistical data and other sources, in particular:
   a) staff evaluation,
   b) evaluation by external partners,
   c) evaluation of the results of creative activity,
   d) the University's international ranking in university rankings.
3. In the area of quality assurance of other related activities, the evaluation sources are relevant statistical data and other sources, in particular:
   a) evaluation by students,
   b) staff evaluation,
   c) evaluation by external partners.
4. The basic method of monitoring and evaluating the quality of all activities is diagnostic self-assessment. The basis of diagnostic self-assessment is the evaluation of indicators.
5. Quality assessment at UCM is carried out in two complementary forms:
   a) quantitative assessment,
   b) qualitative assessment.
6. Quantitative assessment is carried out by measuring or calculating quality indicators. The output of the quantitative evaluation is a report on the results of the quantitative evaluation, which is the basis for the preparation of periodic evaluation reports at the UCM level.
7. The report on the results of the quantitative evaluation (evaluation of individual quality indicators defined by the internal regulation) is prepared by the relevant department in accordance with the UCM Organisational Regulations in cooperation with the Centre of Information Resources (hereinafter referred to as "CIZ").
8. Other quantitative surveys are carried out as needed and their content is flexible depending on the current field of evaluation.
9. Qualitative evaluation is carried out by examining phenomena, analysing their causes, relationships, and connections that are not partially or fully measurable.

Article 22
Quality indicators

1. VSK includes continuous monitoring and periodic evaluation of the quality of all activities at UCM based on indicators for quality assurance and evaluation.
2. The indicators determine the degree of compliance of the implementation of the VSK with the SAAVS standards for the internal system.
3. Indicators shall be developed so that they can be used to evaluate the achievement of the standard through its criteria in all VSK processes.
4. Indicators for quantitative assessment, the method of their measurement or calculation, and the values of their standards are set out in a separate internal regulation of UCM, which is approved by the Rector.
5. The quality indicators shall be evaluated at a frequency according to the assessment area:
   a) individual indicators are assessed annually,
   b) sets of indicators to demonstrate long-term and systematic are generally assessed over the last 10 years,
   c) The sets of indicators in the periodic evaluation of the SP and the OHIK are evaluated at a frequency consistent with the length of study in the respective SP, or a six-year frequency for the OHIK.
   d) Sets of additional indicators in need of ongoing monitoring and evaluation shall be evaluated on a three- ~~or~~ six-yearly basis.

Article 23
Indicators of entry into education

The results and the development of the indicators of entry into education indicate the consistency of the offer and interest in studying the SP at UCM. These are in particular:

a) Number of offered SPs by 1st, 2nd, 3rd level of education.
b) Percentage of unopened SPs in the academic year out of the total offer.
c) Number of offered SPs in languages other than Slovak.
d) Percentage of unopened SPs in a language other than Slovak in the academic year out of their total offer.
e) The number of applicants for study in the relevant academic year.
f) Number of applicants for study in the relevant academic year with citizenship other than Slovak.
g) Percentage of enrolled students out of all registered prospective students in the respective academic year.
h) Percentage of students admitted from other universities in the 2nd and 3rd level of education.

Article 24
Education indicators

1. Admission procedure, course, and termination of studies.
   The results and development of the indicators are used to monitor the appropriateness of the methods of selection and assessment of eligibility for study; to assess the status and development of students' progression through the learning process and drop-out rates. They are in particular:

a) Number of UCM/SP students in each year of study.
b) Percentage of first-year students who dropped out of their studies in the structure according to the reason (expulsion for failure, dropping out, change of SP).
c) Dropout rates in the later years of study.
d) Percentage of international students out of the total number of students.
e) Percentage of students with non-Slovak citizenship studying in a language other than Slovak out of the total number of students.
f) Percentage of students exceeding the standard length of study.
g) The average length of the extra length of study.
h) Number of academic frauds detected, including a number of plagiarisms.
i) Number of disciplinary actions (expulsion, warning, no consequences, etc.).
j) Number of graduates.

2. Student-centred learning, teaching, and assessment.
   The indicators are used to assess the status and perceptions of student-centred learning and student support. They are mainly:
   a) Student-teacher ratio.
   b) Number of theses supervised by the thesis supervisor/scholar (average and maximum).
   c) Share of contact teaching (including student support) in the total working capacity of UCM/SP teachers (in hours per week).
   d) Percentage of students on mobility abroad out of the total number of students.
   e) Average number of credits for profile courses in the SP.
   f) Number of students admitted on mobility from abroad in the relevant academic year.
   g) Extent of career counselling support and services (estimated in hours per student).
   h) Number of staff dedicated to student support (study and career guidance).
   i) Percentage of students who participated in the evaluation of the quality of teaching and SP teachers out of the total number of students and the level of student satisfaction.
   j) The level of student satisfaction with the quality of teaching and teachers.
   k) Satisfaction rates of students with special needs.
   l) Number of student submissions.
3. Teachers.
   The indicators are used to monitor the structure of the teaching staff, focusing on qualifications, age, and teacher turnover. They are in particular:
   a) Numbers of all teachers in the positions of professor, associate professor, assistant professor, assistant lecturer, lecturer, other.
   b) Number of independent researchers with a 2nd level education (together with the number of teachers = number of creative staff).
   c) Number of teachers with scientific-pedagogical title, scientific rank, and scientific qualification (prof., assoc. prof., DrSc., VKS I., VKS IIa).
   d) Percentage of teachers with PhD. and above out of the total number of teachers.
   e) Age of SP teachers providing profile subjects (average age and range).
   f) Percentage of teachers - graduates of another university.
   g) Proportion of teachers who have obtained a PhD. (or equivalent) from another university.
   h) Percentage of teachers with more than 1 year of experience at a foreign university or research institution abroad.
   i) Number of teachers recruited on mobility from abroad in the relevant academic year.
   j) Percentage of teachers sent on mobility abroad in the relevant academic year.
4. Creative activity and habilitation and inauguration proceedings.

The indicators are used in assessing creative activities in the context of the delivery of education at different levels and disciplines of education, or in assessing the fulfilment of standards for habilitation and inauguration procedures. These are in particular:

a) Number of publications produced by teachers in the last 6 years in each field of study and output category.
b) Number of publications of teachers registered in the Web of Science or Scopus databases in the last 6 years in the individual fields of study and categories of outputs (or equivalent e.g., in the arts).
c) Number of publications of PhD. students registered in the Web of Science or Scopus databases in the last 6 years in individual fields of study and categories of outputs (or equivalent e.g., in arts).
d) Number of responses to teachers' publications in the last 6 years.
e) The number of responses to teachers' publications registered in the Web of Science and Scopus databases in the last 6 years.
f) Number of outputs of creative activity of top international quality according to industry practice.
g) Evaluation of the level of creative activity of the UCM workplace.
h) The amount of financial support received from domestic and international grant schemes and other competitive sources in the field of the discipline.
i) Number of 3rd-level students (PhD.) per supervisor (average and maximum).
j) Number of 3rd-level students (PhD.) in the respective OHIK.
k) Number of supervisors in OHIK (both individuals and FTE).
l) Number of approved proposals for the award of the title of professor in the UCM in the current year.
m) Number of approved proposals for the award of the title of Associate Professor in the Faculty Board in the current year.
n) Number of habilitation proceedings and inauguration proceedings terminated (initiated procedures that were not approved by the VR, withdrawn by the candidate or otherwise terminated) in the current year.

Article 25
Learning outcome indicators

The indicators show the relevance of educational attainment to labour market requirements and employers' perceptions of learning outcomes and related trends. They are in particular:

a) The rate of employability of UCM/SP graduates.
b) Employers' satisfaction rate with the achieved outcomes of SP education.

Article 26
Indicators of the quality of creative activity

1. Quality indicators of creative activity are used in assessing the creative activities of persons, groups of persons, departments, SPs, SOs, UCM division, and UCM. The indicators indicate the compliance of creative activity with:
   a) the requirements of the relevant SAAVS and quality assurance standards of the SP,
   b) the methodology of financing universities by the Ministry of Education, Science, Research, and Sport of the Slovak Republic,
   c) strategic, conceptual documents, and other internal regulations of UCM for guidance, support, quality improvement, and development of creative activities,

d) current trends in the relevant scientific fields, respectively SO and groups of SOs, including calls for proposals for projects aimed at supporting and carrying out creative activities,
e) the requirements of social practice, the professional public, cooperating institutions, employers, and other external stakeholders.

2. Indicators of the quality of creative activity are in particular:
   a) Number of publications of creative staff in the last 6 years in individual fields of study and categories of outputs.
   b) Number of publications of creative staff registered in the Web of Science or Scopus databases in the last 6 years in individual fields of study and categories of outputs (or equivalent e.g., in the arts).
   c) Number of publications of PhD. students registered in Web of Science or Scopus databases in the last 6 years in individual fields of study and categories of outputs (or equivalent e.g., in arts).
   d) Number of responses to publications of creative staff in the last 6 years.
   e) Number of responses to publications of the creative staff, which are registered in the Web of Science and Scopus databases for the last 6 years.
   f) Number of outputs of creative activity of international excellence in the field three and six years.
   g) Evaluation of the level of creative activity of the UCM workplace on an annual basis.
   h) The amount of financial support received from domestic and international grant schemes and other competitive sources in the subject area over a six-year period.
   i) Number and type of quality projects submitted and received on a three-yearly basis.
   j) Frequency of success in obtaining financial support from domestic and international grant schemes and other competitive sources in the subject area on a triennial basis.
   k) The position of creative officer in a three-year project.
   l) Number and type of creative outputs produced by the creative staff in collaboration with students over a three-year period.
   m) Number and type of active participation in scientific events per three years.
   n) Number and type of international mobilities completed per three-year period.
   o) Number and type of awards, memberships in scientific, professional, and professional councils, committees, associations per year.
   p) Other creative (scientific, research, artistic, popularization) activities annually.
   q) Publication of work registered in Web of Science or Scopus databases by PhD. students for their studies.
   r) Active participation of the PhD. student in a scientific event per year.
   s) Publication of scientific work by PhD. students annually.
   t) Completion of foreign mobility by PhD. students for their studies.
   u) Participation of the PhD. student in the project for their studies.
   v) Working scientific study of a doctoral student after the 2nd year of study (or in the external form after the 3rd year of study).
3. The quality indicators of creative activity at UCM are defined in the Directive on the Evaluation of Creative Activity at UCM, the Directive on Doctoral Studies at UCM, and the Directive Minimum Indicators of Creative Activity of Teachers at UCM according to the functional classification (assistant professor, associate professor, professor).
4. The quality indicators of creative activity at UCM within the specifics and practices of the field of study are defined by the relevant internal regulations of the UCM division.

Article 27
Evaluation reports

The types of evaluation reports are:

a) annual evaluation reports of UCM and UCM divisions,
b) Internal evaluation report on the implementation of the internal system (hereinafter referred to as "VHS VSK UCM") according to § 24 par. 1 or 3 in connection with § 24 par. 4 letter b, of the Quality Act,
c) reports on the evaluation of the level of UCM and its faculties during ongoing supervision according to § 24 par. 2 of the Quality Act.

Article 28
Annual evaluation reports

1. In order to evaluate the VSK, the following annual evaluation reports are produced, discussed, and approved at UCM:
   a) report for the area of education,
   b) report for the area of creative activities,
   c) report for the area of quality,
   d) a report for other related activities, or an evaluation report for all activities carried out at UCM.
2. The following annual evaluation reports are generated, discussed, and approved at the UCM division level:
   a) report on education and its results (on the provided SP, learning outcomes, indicators, and learning success of the faculty and on the fulfilment of quality requirements according to the SAAVS standards for SP.
   b) a report on creative activities and their results.
   c) report for the area of quality,
3. The annual evaluation reports at the UCM division level are the basis for UCM's annual evaluation reports.
4. The evaluation reports shall include an evaluation of the processes referred to in Articles 12 to 17 of this Directive. The indicators (or development of indicators) referred to in Articles 22 to 26 of this Directive shall be used to evaluate the processes.
5. The evaluation reports include proposals for measures to improve the weaknesses identified.
6. The preparation of the UCM annual evaluation report is ensured by the relevant Vice-Rector in accordance with the UCM Organisational Regulations.
7. The preparation of the annual evaluation report of the UCM part is ensured by the relevant vice-dean/designated person in accordance with the Organisational Regulations of the faculty.
8. The annual evaluation reports of UCM are submitted by the respective Vice-Rectors to the Rector usually by 20 March for the previous calendar year. In the case of evaluation reports for the field of education, the periodicity may be for the previous academic year. In that case, the report shall normally be submitted by 31 October.
9. The annual evaluation reports of the UCM divisions are submitted to the Dean/Director by the respective Vice-Deans/designated person, as a rule, by 28 February for the previous calendar year. In the case of evaluation reports for education, the periodicity may be for the previous academic year. In that case, the report shall normally be submitted by October 10. The annual evaluation reports of the UCM divisions shall be submitted by the respective Vice-Deans/designated person to the respective Vice-Chancellors, normally by 28

February. In the case of evaluation reports for education, if the periodicity is for the previous academic year, they shall submit the reports by 10 October.

10. The annual evaluation reports of the UCM faculties are submitted by the Dean for discussion by the Quality Board of the Faculty. The annual evaluation reports of the Institute are submitted by the Director to the VR UCM for discussion.
11. UCM annual evaluation reports are submitted by the Rector to the VR UCM for discussion and after discussion they are submitted to the RVHK.
12. The annual evaluation reports are discussed and approved by the RVHK.
13. The VR UCM and the RVHK may request additional information on the reports from the Rector or the Dean.
14. The result of the discussion of the evaluation reports of UCM and the faculties is the basis for monitoring and decision-making of the RVHK in the field of VSK.
15. The annual evaluation reports are the basis for the preparation of the implementation and level evaluation reports.
16. The RVHK may request the submission of an extraordinary evaluation report.
17. The RVHK receives internal feedback on the annual evaluation reports of UCM, which it delivers to the Rector.
18. Based on the internal feedback, the Rector of UCM and the Deans, after being delegated by the Rector, adopt measures and action plans for improvement.
19. UCM's annual evaluation reports are published on the UCM website.
20. The annual evaluation reports of the UCM divisions are published on the UCM division´s website.

Article 29
Internal evaluation report on the implementation of the internal system

1. In accordance with the Quality Act, UCM adopts the Internal Evaluation Report on the Implementation of the Internal System (hereinafter referred to as the "VHS VSK UCM") within the deadlines specified by the Act, namely by 31 December 2022 and by 31 December 2030.
2. The VHS VSK UCM includes a list of all accredited SPs, SPs with limited internal accreditation, and SPs with cancelled accreditation in a given year.
3. The development of the VHS VSK UCM is ensured by the Rector and carried out by the relevant Vice-Rector in cooperation with the relevant department in accordance with the Organisational Regulations of the UCM, CIZ, and cooperation with the relevant divisions, organisational division, and employees of the UCM.
4. VHS VSK UCM contains information on the analysis of the set rules, standards, methods, and procedures of quality assurance and evaluation in the field of education, creative activities, and related activities, including an overview of the identified shortcomings and proposals for measures leading to their elimination.
5. VHS VSK UCM is approved by the RVHK after discussion in the VR UCM.
6. The RVHK receives internal feedback on the VHS VSK UCM, which is sent to the Rector of UCM.
7. The internal feedback to the VHS VSK UCM includes the opinion of the RVHK on the compliance of the VSK with the SAAVS standards for the internal system, the functionality of the VSK, and suggestions for measures to improve it.
8. The internal feedback to the VHS VSK UCM is the basis for the UCM management and the management of UCM divisions to adopt and implement measures and action plans for improvement.
9. VHS VSK UCM is published on the UCM website.

Article 30
Reports on the evaluation of the level of UCM and its faculties under continuous supervision

1. The SAAVS shall conduct ongoing oversight of the compliance with the SAAVS Standards for Internal System at least once every two years based on data from reports on:
   a) evaluation of the level of UCM in educational activities and the field of science, technology, or art discussed by the VR UCM,
   b) evaluation of the level of UCM division in educational activities and the field of science, technology, or art discussed by the relevant scientific board.
2. The level assessment reports are based on the annual assessment reports of UCM and its divisions.
3. The receipt of evaluation reports at the level of UCM and its faculties under continuous supervision is governed by the rules applicable to the receipt of annual evaluation reports.

Article 31
Final provisions

The UCM VSK Directive, including amendments and supplements, is published in the Slovak language and in other languages in which the UCM conducts its programmes, with the Slovak language text being considered the authentic text.

The UCM VSK Directive was discussed in:
UCM Rector's Board on 12.09.2022,
Academic senate of the UCM on 18.10.2022,
Internal Quality Evaluation Board on 07.11.2022.

The UCM VSK Directive was discussed and approved by the Scientific Board of the UCM on 15.11.2022.
The UCM VSK Directive comes into force on the date of signature of the Rector of UCM and takes effect from 18.11.2022.
The validity and effectiveness of the internal regulation Internal Quality Assurance System for Quality Assurance of Higher Education at UCM in Trnava, which entered into force on 2.3.2021, is also cancelled by the effectiveness of this internal regulation.

In the university town of Trnava, on 16. 11. 2022.

prof. Mgr. Katarína Slobodová Nováková, PhD.
Rector of UCM

Internal Quality Assurance System of Higher Education at the University of Ss. Cyril and Methodius in Trnava, including amendments and supplements, is published in the Slovak language and in other languages in which the UCM conducts its programmes, with the Slovak language text being considered the authentic text.