

Ordinance No. R-59/2020
of the Vice-Chancellor of the Lublin University of Technology
of 17 August 2020

on detailed elements
of the Internal Educational Quality Assurance System

Pursuant to Article 23(1) of the Act of 20 July 2018 – Law on Science and Higher Education (consolidated text, Journal of Laws of 2020, item 85, as amended) and § 30(2)(9) of the Statute of the Lublin University of Technology, I hereby rule as follows:

§ 1

1. The Internal Educational Quality Assurance System at the Lublin University of Technology shall consist of the following elements:
 - 1) monitoring and verifying the assumed learning outcomes for individual majors of studies;
 - 2) improving the educational process concerning:
 - a) the launch of new Bachelor's and Master's degree programmes in all forms,
 - b) the conditions and procedure for admission to Bachelor's and Master's degree programmes in all forms,
 - c) study programmes, including:
 - study plans with detailed course content and a system of ECTS credits,
 - the methods for the verification of learning outcomes,
 - the rules of student assessment,
 - the organisation and implementation of student traineeship, if included in the study programme,
 - the degree conferral process,
 - d) the launch and improvement of postgraduate and other forms of education;
 - 3) raising the qualifications of academic staff;
 - 4) raising the qualifications of staff supporting the education process and providing student service;
 - 5) improving educational conditions in the field of:
 - a) the organisation of the educational process in terms of the rationality of timetables, the size of student groups, etc.,
 - b) educational infrastructure,
 - c) the availability of literature and other teaching aids,
 - d) the functioning of information systems used in the education process and student service;
 - 6) improving student support measures and welfare facilities;

- 7) collecting, analysing and publishing information about the educational process.
2. The integral parts of the University's Internal Educational Quality Assurance System are the internal legal acts concerning particular aspects of education and student affairs: resolutions of the Senate of the Lublin University of Technology, as well as ordinances and circular letters of the Vice-Chancellor of the Lublin University of Technology.
3. The Faculty's Internal Quality Assurance System includes resolutions of the organisational unit council and documentation concerning individual aspects of education and student affairs.
4. The functioning of the elements referred to in Par. 1 shall be based on the standardised University and departmental rules, procedures and documents.

§ 2

1. When defining and verifying learning outcomes for the implemented majors of studies, the following should be used:
 - 1) the mission and strategy of the University and the organisational unit in charge of the major, level or area of studies;
 - 2) the opinions of external stakeholders regarding their expectations as to the knowledge, skills and social competences of graduates of the study programme;
 - 3) opinions of graduates on the adopted learning outcomes and the usefulness of the acquired knowledge, skills and social competences on the labour market;
 - 4) opinions and guidelines of professional organisations, accreditation bodies, and other national and foreign organisations;
 - 5) models of learning outcomes for the corresponding majors of studies, provided by other universities in the country and abroad;
 - 6) other information from the University's environment, facilitating the best possible adjustment of the assumed learning outcomes to the needs of the labour market, and their verification.
2. The improvement activities in terms of the assumed learning outcomes for the conducted majors of studies include:
 - 1) surveys of employers and graduates of the University, and monitoring of the career paths of graduates;
 - 2) periodic examination of the compatibility of the assumed learning outcomes with:
 - a) the mission and strategy of the University and the organisational unit implementing the educational process,
 - b) external regulations and models adopted in other universities in the country and abroad, in particular in EU countries,

- c) expectations of employers and the requirements of the labour market, determined on the basis of information obtained from the environment, in particular through cooperation with external stakeholders as part of the educational process.
3. The conducted verification of the assumed learning outcomes, in the case of their change, should be included in the description of the profile of a graduate of a given major of studies, and in the detailed content of the curriculum.

§ 3

1. The views and expectations of external stakeholders should be considered when setting the learning outcomes for postgraduate studies.
2. A common feature of postgraduate studies and other forms of education is the compatibility of learning outcomes with the requirements of professional organisations or employers, as well as the possibility of acquiring the licence to practice a profession or new skills necessary in the labour market.
3. As part of the improvement of the educational process in postgraduate studies, the organisational unit should periodically analyse the compatibility of the assumed learning outcomes and the educational content with the requirements of the labour market and employers.

§ 4

1. When establishing the rules for admission to the second-cycle degree programmes, it is important to recognise the extent of the required learning outcomes to be acquired by the candidate at the earlier stages of his/her studies.
2. The process of improving enrolment at all levels of studies should incorporate the results of an analysis and evaluation of the admissions policies applied in the context of the entry requirements and the level of knowledge, skills and social competences, as well as the effects of past admissions.

§ 5.

1. The improvement of study programmes includes their periodic monitoring and updating, including study plans and learning outcomes, in terms of:
 - 1) developing study programmes, including study plans, in compliance with the provisions and guidelines adopted at the University;
 - 2) determining the student workload necessary to achieve the learning outcomes, while respecting the rules specified in the European Credit Transfer and Accumulation System (ECTS);
 - 3) fulfilling the formal requirements for the adoption of study programmes, including study plans;
 - 4) ensuring the compliance with the external expectations resulting, *inter alia*,

- from: regular feedback from employers, labour market actors and external experts, and monitoring student progress and achievements;
- 5) opportunities offered under national and international student mobility programmes.
2. When assessing the structure of curricula, including study plans, their compliance with the guidelines of the Senate of the Lublin University of Technology should be analysed and evaluated in terms of:
 - 1) the quality of the description of the qualification (profile) of the graduate;
 - 2) a list of compulsory, elective and optional courses, and the number of ECTS credits allocated to them;
 - 3) the methods used to verify learning outcomes and to assess the extent to which these learning outcomes have been achieved;
 - 4) internships, if included in the curriculum, and the number of ECTS credits allocated to them;
 - 5) the number of hours allocated to the development of the diploma thesis, if included in the curriculum, and the related number of ECTS credits;
 - 6) the student workload in individual semesters and study weeks.
 3. When improving the study programmes, organisational units shall use the results of the analysis of the extent to which the learning objectives are attained, and to which students achieve the assumed learning outcomes for a curriculum of a given level and profile of education. This shall include:
 - 1) analysing the ways and methods used to verify the learning outcomes, and their adequacy to the assumed learning outcomes;
 - 2) assessing the quality of diploma theses and the relevance of the requirements for the diploma thesis to the objectives of the curriculum, if the diploma thesis forms part of the degree conferral process;
 - 3) evaluating the quality of student traineeship, and analysing the learning outcomes expected and achieved as a result of that traineeship, if it forms part of the curriculum;
 - 4) analysing the learning outcomes;
 - 5) analysing the results of diploma examinations;
 - 6) verifying the correct allocation of ECTS credits to modules or courses.
 4. Evaluation of the quality of the implementation of the study programme shall be based on the analysis of data from the documentation of the teaching process and evaluation of classes, and shall concern:
 - 1) the conformity of the content of the individual modules or subjects to the assumed subject and learning outcomes;
 - 2) the principles for staffing;
 - 3) the conditions for the implementation of the educational process.

§ 6

1. The following principles for staffing should be observed:

- 1) the classes related to a specific scientific discipline should be taught by academic lecturers with academic achievements in that discipline;
 - 2) practical skills-forming courses in a practical profile course shall be taught by persons with professional experience adequate to the skills indicated in the description of the learning outcomes of the module or subject, and shall be conducted in the conditions appropriate to a given range of professional activities, and in a manner allowing students to carry out practical activities.
2. Activities improving the conduction of specific courses shall include the analysis and assessment of the qualifications and competences of individual academic staff to teach specific subjects and the proper fulfilment of duties by academic staff directly related to the implementation of the educational process.

§ 7

1. The monitoring of the applied criteria, regulations and procedures for student assessment shall be based on periodic analyses of:
 - 1) methods of verifying the learning outcomes specified for individual study programmes in terms of knowledge, skills and social competences;
 - 2) compliance of student assessment procedures with the provisions of the Studies Regulations at the Lublin University of Technology and assessment criteria specified in the syllabuses, as well as those adopted by academic personnel;
 - 3) requirements for persons undergoing examination and developing diploma theses, if the diploma thesis is part of the degree conferral process.
2. Within the framework of the improvement of the student assessment system, periodic analyses of the marks obtained by students, the number of conditional registrations, repetitions, leaves granted and deletions should also be conducted, along with determining the reasons for these.

§ 8

Within the framework of improving the system of organising student traineeship, if the traineeship is included in the study programme, periodical analyses and evaluations of the places of traineeship and the realised contents, in the context of the assumed objectives and learning outcomes for the conducted majors of studies, should be performed.

§ 9

While improving the implemented degree conferral process, it is necessary to consider the results of analyses, carried out periodically in the organisational unit, concerning:

- 1) the degree conferral procedures and regulations in terms of the possibility of achieving the desired objectives;
- 2) the areas of development and topics of diploma theses, regarding the compatibility with the learning outcomes and the directions of the institute and the Supervisor's activities, if the diploma thesis forms part of the degree conferral process;
- 3) the review of diploma theses in terms of the accepted principles of their development and the requirements imposed, if the diploma thesis forms part of the degree conferral process;
- 4) the grades obtained by the students and the their responses to the questions asked during the diploma examination;
- 5) the thematic scope of the diploma examination, and the level, scope and quality of examination questions.

§ 10.

1. Under the academic staff qualification raising system, the following are applied:
 - 1) the evaluation of classes by students;
 - 2) assessment visits;
 - 3) the external inspection of classes.
2. The evaluation of classes by students and assessment visits are implemented in accordance with the uniform University rules.
3. Periodic external inspections of classes, the purpose of which is to verify the method of organisation, the proper course and conduction of classes, shall be executed at the request of the Vice-Rector for Student Affairs by the personnel of the Department of Teaching and the Course of Studies, and its proceedings and results shall be recorded and presented to the head of the organisational unit and the Vice-Chancellor.

§ 11

Student opinion surveys conducted in the organisational units of the University on the dates established by the University Council for Quality of Education contribute to raising the qualification of the staff supporting the process of education and student service, aimed at achieving a high level of competence.

§ 12

1. Improving the educational process conditions includes activities leading to the improvement of:
 - 1) educational and research infrastructure including: lecture halls, seminar rooms, laboratories, including computer rooms, audio-visual equipment, student access to computers outside of class time, etc.;

- 2) the number of students in lecture, practice, laboratory, project and seminar groups;
 - 3) the rationality of timetables and class organisation;
 - 4) teaching aids (textbooks, scripts, online resources, etc.);
 - 5) contact with the University staff via the Internet (faculty, departmental and staff websites);
 - 6) equipment of libraries and reading rooms, student access to remote knowledge resources inside and outside the University;
 - 7) the functioning of information systems involved in the educational process and student service.
2. When improving the conditions of conducting specific courses, the following should be used:
 - 1) the results of periodic analyses and evaluations of the status and the needs for infrastructure and equipment;
 - 2) reported opinions of academic teachers and students concerning the conditions for conducting specific courses.

§ 13

1. Improving student support measures includes undertaking activities in the organisational unit related to:
 - 1) ensuring the accessibility of academic teachers to students;
 - 2) assisting students in the learning process and in achieving the learning outcomes, as well as excellent learning results;
 - 3) providing support for students in preparing for scientific activity or participation in such activity in the case of degree programmes with a general academic profile, and in the case of degree programmes with a practical profile – providing assistance in preparing for professional activity in the professional areas of the labour market appropriate to the major of studies;
 - 4) providing competent assistance to administrative personnel in dealing with student affairs, including social issues.
2. The monitoring of the social conditions of the educational process shall be based on periodic analyses performed by:
 - 1) the Student Affairs Department – in the area of material aid for students and support for disabled students;
 - 2) the Chancellor of the University – in other regards.

§ 14

1. The basic organisational units of the University shall collect, analyse and use in activities improving education information obtained from external and internal sources, having an impact on the improvement of the quality of the

implemented processes.

2. It is the duty of the organisational unit to provide information about the majors of studies, the educational process and its conditions.
3. The scope of information on the educational process implemented in all majors and levels of studies, disclosed to external and internal stakeholders in an electronic version by posting it on the unit's website, includes:
 - 1) general information concerning the majors of studies and specialisations offered by the Faculty, along with profiles of graduates, qualifications obtained and employment opportunities;
 - 2) study plans and timetables;
 - 3) the University admission criteria and rules;
 - 4) the procedures applied concerning the educational process and student assessment;
 - 5) study opportunities available to students in the form of national and international exchanges and in foreign languages;
 - 6) education offered to foreigners;
 - 7) the education quality assurance procedures in place;
 - 8) information on the results of accreditation of the conducted fields of studies.
4. Information on the educational process, as indicated in Par. 3, shall also be available in the organisational unit in hard copy, in the form of documentation of the major of studies, a variety of guides, leaflets, etc.
5. It is the responsibility of the Head of the organisational unit to publish and update information relating to the organisational unit.
6. The organisational units providing education shall regularly analyse the manner in which students and other interested parties (candidates, employers) are informed, as well as assess the relevance of the information provided.

§ 15

1. To improve the quality of education at the Lublin University of Technology, uniform University procedures and questionnaires are applied, including:
 - 1) the rules for conducting and a model questionnaire for surveying the opinions of employers, graduates of the University along with monitoring the career paths of graduates, constituting Appendix No. 1 hereto;
 - 2) the rules for conducting and a model questionnaire for students' evaluation of classes, constituting Appendix No. 2 hereto;
 - 3) the rules for conducting and a model questionnaire for assessment visits, constituting Appendix No. 3 hereto;
 - 4) the rules for conducting and a model questionnaire for evaluating the work of the Dean's Office and the Student Affairs Department, constituting Appendix No. 4 hereto;

- 5) general guidelines for the diploma conferral process, constituting Appendix No. 5 hereto.
2. The responsibility for conducting surveys of employers and graduates of the University is entrusted to the Office for Career Development and Cooperation with the Social and Economic Environment of the Lublin University of Technology, hereinafter referred to as "*the Careers Office of the Lublin University of Technology*" or "*the Careers Office*", cooperating with persons indicated by the Vice-Chancellor.
3. The Head of the organisational unit shall be responsible for the conduction of student surveys and assessment visits.
4. The rules for other periodic analyses and evaluations, and the manner of incorporating the information obtained, shall be determined by the Faculty Committee for Quality of Education of the organisational unit in charge of the major of studies. In the event that a major of studies is conducted by two or more cooperating Faculties, the actions indicated shall be determined by the representatives of the units conducting that major of studies and approved by the relevant committees.
5. The Faculty Committee for Quality of Education may introduce additional analyses and evaluations to assess the quality of education in the organisational unit.

§ 16

The preparation and updating of the documents of the Internal Educational Quality Assurance System at the University shall be the responsibility of the University Council for Quality of Education, while at the Faculty it shall be the responsibility of the Faculty Committee for Quality of Education.

§ 17

Ordinance No. R-56/2017 of the Vice-Chancellor of the Lublin University of Technology of 8 December 2017 on detailed elements of the Internal Educational Quality Assurance System shall expire.

§ 18

The Ordinance shall enter into force on the date of its signature.

Vice-Chancellor

Prof Piotr Kacejko, PhD Eng.

Employer and Graduate Survey and Career Monitoring System for Graduates of the Lublin University of Technology

1. The University conducts the monitoring of the professional development of its graduates, the aim of which is to obtain information on the professional standing of its graduates and their opinions on the educational process implemented at the University.
2. The monitoring of the careers of graduates is pursued by collecting and analysing information necessary for adapting the majors of studies and study curricula to the requirements of the labour market, obtained from:
 - 1) data indicating the compatibility of the employment undertaken with the profile and level of education;
 - 2) assessment of satisfaction with the completed major of studies, and the usefulness of the knowledge and skills acquired during the programme;
 - 3) data identifying the professional standing and status of graduates of the Lublin University of Technology;
 - 4) identification of the industries in which graduates pursue their professional activities;
 - 5) identification of the spatial and sectoral diversity of employed graduates;
 - 6) familiarisation with the job search methods used;
 - 7) determination of the size and scope of companies employing graduates;
 - 8) verification of the level and structure of unemployment among graduates;
 - 9) surveys of the extra-curricular activities of students and graduates, and their impact on their professional situation.
3. The system for monitoring the professional development of graduates of the Lublin University of Technology consists of:
 - 1) a database of graduates, created and updated at the Careers Office for the purpose of monitoring career development;
 - 2) a database of employers in the Lublin Province and neighbouring provinces;
 - 3) survey tools – model questionnaires developed in an electronic version:
 - a) Questionnaire No. 1 (Model No. 1): Evaluation of the quality of studies and graduate's activity,
 - b) Questionnaire No. 2 (Model No. 2): Monitoring the labour market performance of graduates,
 - c) Questionnaire No. 3 (Model No. 3): Employers' opinions regarding graduates of the Lublin University of Technology;

- 4) a system for the electronic distribution of survey questionnaires and transmission of survey results;
 - 5) a system for recording and statistical analysis of survey results;
 - 6) IT and statistical support for the system.
4. The monitoring procedure includes:
- 1) obtaining consent for the survey and contact details – the Careers Office acquires contact details from the prospective graduate, along with his/her consent for participation in the survey and the processing of personal data for this purpose, when completing the new student orientation checklist. Afterwards, the student fills in a declaration of participation in monitoring the professional development of graduates;
 - 2) entering the graduate's declaration into the database – the Careers Office updates the database of graduates based on their consent to monitor their professional careers. The database enables sorting by year, faculty and major, along with sending a generated link to the survey to the indicated e-mail addresses;
 - 3) conducting the first survey – the first survey is conducted in electronic form on the date of completion of the new student orientation checklist (Questionnaire No. 1 on the evaluation of the quality of studies and graduate activity). The obtained results are compiled by the survey system;
 - 4) conducting the second survey – another survey is conducted electronically one year after graduation. A personalised link to Questionnaire No. 2 is sent to the graduate's designated e-mail address. The graduate provides his/her answers to one of the 3 parts of the questionnaire: A, B or C, depending on his/her current professional standing. If the survey questionnaire remains unfilled within 14 calendar days, it is sent again.
5. The procedure described in Par. 4 (4) is repeated in the third survey – the monitoring of professional development, 3 years after graduation.
6. The first survey referred to in Par. 4(3) may also be conducted in the final weeks of the final semesters of the first-cycle and second-cycle degree programmes using the survey module.
7. Every year, the Career Office collects opinions of employers regarding their employment of graduates of the Lublin University of Technology. In this respect, Questionnaire No. 3 (Employers' opinions regarding graduates of the Lublin University of Technology) is used, which is completed during the job fairs, conferences, industry meetings or sent by e-mail to companies registered in the database of the Career Office.
8. The results of the surveys are recorded automatically in a database of graduates. On their basis, annual reports on monitoring the professional development of graduates are drawn up in paper form in analytical arrangements resulting from the research objectives.

9. The results of the surveys conducted are used for:
 - 1) improving the quality of the educational process;
 - 2) eliminating abnormal phenomena, verifying and evaluating the effectiveness of all factors influencing the quality of education;
 - 3) adapting curricula to labour market needs.
10. Technical supervision of the system is exercised by an employee designated by the Vice-Chancellor in cooperation with the IT Centre of the Lublin University of Technology.
11. The Careers Office of the Lublin University of Technology cooperates with the University Council for Educational Quality Assurance, the Faculty Committees for Educational Quality Assurance, the Vice-Rector for Student Affairs, and other authorities of basic organisational units, in the scope of conducted surveys.

Model Questionnaire for the Survey of Graduates Evaluation of the quality of studies and graduate's activity (for new graduates)

Instructions:

| | |
|-------------------------|---|
| Faculty: | <input type="checkbox"/> WM <input type="checkbox"/> WEiI <input type="checkbox"/> WBiA <input type="checkbox"/> WZ <input type="checkbox"/> WPT <input type="checkbox"/> WIS |
| Major: | In the selection tool (according to the faculty) |
| Specialisation: | In the selection tool (according to the major) |
| Type of studies: | <input type="checkbox"/> full-time <input type="checkbox"/> part-time |
| | <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Engineering <input type="checkbox"/> Master's degree |

Year of graduation (a drop-down list).....

1. What additional activities did you undertake during your studies? (multiple choice questions)

- research clubs
- student government
- sports section
- artistic section
- international organisation (e.g. AIESEC, IAESTE, Erasmus Student's Network)
- trade associations
- volunteering
- I did not undertake any activities

2. How did you broaden your knowledge during your studies? (multiple choice questions)

- courses, specialised training
- industry certificates
- workshops (communication, negotiation, public speaking, etc.)
- a second study programme (complementary knowledge)
- ERASMUS student exchange
- self-education
- I did not expand my knowledge

3. In which form did you gain work experience during your studies? (multiple choice questions)

- compulsory traineeship
- optional traineeship
- ERASMUS traineeship
- internship
- company Ambassador
- I did not gain work experience during my studies

4. Did you work while studying?

- yes
- no

5. By what means did you search for a job during your studies? (multiple choice questions)

- career office (website, departmental boards, job fairs, company presentations)
- labour office
- employment agencies
- Internet

- press
- job fairs organised by the labour office
- networking

- independent notification to the company
- I did not look for a job during my studies

6. In what form did you work during your studies? (multiple choice questions)

- fixed
- temporary
- summer job
- in a family business
- abroad
- self-employment
- I did not work during my studies

7. How would you rate the level of education at the Lublin University of Technology in the following aspects?

(scale: 1 - very poor, 2 - poor, 3 - difficult to say, 4 - well, 5 - very well)

| | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| General level of education quality | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Professionalism and commitment of the teaching staff | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Relevance of the content taught during classes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Transparency of requirements and assessments | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Objectivity of requirements and assessments | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Degree conferral process | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Organisation of student traineeship | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Organisation of international student exchanges | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Accessibility to the University's library resources | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Design of timetables | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Staffing | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Work of other services (porter's lodge, cloakroom, bar, etc.) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Cleanliness and orderliness of the facilities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Interpersonal relations: student - academic teacher | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Work of the student government for the student community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Integration and activity of the student community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

8. How would you rate your level of knowledge and skills acquired during your studies?

(scale: 1 - very poor, 2 - poor, 3 - difficult to say, 4 - well, 5 - very well)

| | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| General knowledge | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Specialised (field-related) theoretical knowledge; Knowledge of regulations and procedures related to the preparation and implementation of sectoral tasks | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to design processes, facilities and projects | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to calculate costs and efficiency | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to conduct experiments | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to use computers in professional work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to interpret technical or organisational documentation | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Foreign language skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to think analytically and critically | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to plan | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to make decisions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to work independently | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to negotiate and represent oneself | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Ability to communicate | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

| | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Ability to work in a team | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Ability to solve problems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Ability to present reports and statements | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Ability to use modern information sources | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |

9. How would you rate the process of combining theoretical knowledge with practice during the educational process (providing examples from practice, indicating practical applications, applying theoretical knowledge to solve practical problems, etc.)?
(scale: 1 - very poor, 2 - poor, 3 - difficult to say, 4 - well, 5 - very well)

| | | | | | |
|--------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| During the lectures | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| During the laboratory classes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| During project classes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| During the classes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| During student traineeship | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| During the development of the thesis | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |

10. Do you consider yourself prepared to enter the labour market in terms of skills?

| | Yes, I learned it myself | Yes, I benefited from the support of the Career Office | Yes, I used other support | No |
|---------------------------------------|--------------------------|--|---------------------------|----|
| Drafting of the application documents | | | | |
| Preparation for the interview | | | | |
| Self-presentation before the employer | | | | |

Metrics

| | | |
|-----------------------------|--|-------------------------------|
| Gender: | <input type="checkbox"/> Female | <input type="checkbox"/> Male |
| Place of origin: | <input type="checkbox"/> province (a drop-down list) <input type="checkbox"/> a city with over 500,000 inhabitants <input type="checkbox"/> city with 50,000 to 500,000 inhabitants <input type="checkbox"/> a city with less than 50,000 inhabitants <input type="checkbox"/> village | |
| Current place of residence: | <input type="checkbox"/> province (a drop-down list) <input type="checkbox"/> a city with over 500,000 inhabitants <input type="checkbox"/> city with 50,000 to 500,000 inhabitants <input type="checkbox"/> a city with less than 50,000 inhabitants <input type="checkbox"/> village | |

Model Questionnaire for Monitoring Graduate Careers Monitoring the Labour Market Performance of Graduates

Instruction

| | |
|-------------------------|---|
| Faculty: | <input type="checkbox"/> WM <input type="checkbox"/> WEiI <input type="checkbox"/> WBiA <input type="checkbox"/> WZ <input type="checkbox"/> WPT <input type="checkbox"/> WIŚ |
| Major: | In the selection tool (appropriate for the faculty) |
| Specialisation: | In the selection tool (appropriate for the major) |
| Type of studies: | <input type="checkbox"/> full-time <input type="checkbox"/> part-time |
| | <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Engineering <input type="checkbox"/> Master's degree |

Year of graduation (a drop-down list)

(addressed to graduates of the Lublin University of Technology on the labour market - surveys conducted one and three years after graduation)

Part A ^ working

Part B ^ unemployed

Part C ^ self-employed

PART A (for workers)

1. Do you work in your profession?
 - yes
 - no

2. Where do you work?
 - in the place/region of origin (birth)
 - in Lublin
 - in another place in the Lublin Province
 - in another province
 - abroad

3. Under what type of contract are you employed?
 - for an indefinite period
 - for a fixed term
 - for a probationary period
 - for a replacement
 - under a civil law contract (mandate, contract to perform a specific task, agency contract)
 - other (specify).....

4. Indicate the industry in which you work.
(a drop-down list: construction, manufacturing, transport, finance, public administration, IT, EE, trade and services, education, etc.)

5. Specify the size of the company you work for.
 - a micro-enterprise (up to 9 employees)
 - a small company (10 to 49 employees)
 - a medium-sized company (50 to 249 employees)
 - a large company (over 250 employees)

6. What is your current job?
 - a managerial position
 - an independent position - e.g. specialist
 - a subordinate position - e.g. assistant

- manual worker
- other (specify).....

7. How long did you search for a job after graduation?

- up to one month
- from 2 months to 6 months
- from 7 months to 12 months
- over 12 months
- I did not search for a job; this is the employer where I worked during my studies
- I did not search for a job; this is my family company

8. Since graduation, which employer is this?

- the first employer
- the second or third employer
- the fourth or fifth employer
- over the fifth employer

9. What was the reason for changing your last employer?

- the job was not related to the field of studies
- no prospects for development
- low salary
- personal reasons (e.g. family situation, change of the place of residence)
- bankruptcy of the company
- non-renewal of the contract by employer
- unfavourable atmosphere or personal relations at work
- other (specify)
- I did not change my employer

10. To what extent were the following factors significant in getting and keeping your job?
(scale: 1 - none, 2 - low, 3 - medium, 4 - high 5- very high)

| | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Graduation from a technical university | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Graduation from the Lublin University of Technology | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Completion of a specific study programme | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Grade point average (including diplomas with distinction) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Topics and assessment of the thesis | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Traineeship completed | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Participation in international student exchange | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Active participation in scientific clubs at the University | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Participation in interest clubs at the University (culture, | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Completion of qualification courses | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Additional qualifications (specify:.....) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |

11. To what extent did the knowledge and skills acquired during your studies prove useful in developing the following professional competences?
(scale: 1 - none, 2 - low, 3 - medium, 4 - high, 5 - very high)

| | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Diagnosing problems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Solving problems that arise in the course of professional work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Technical or organisational design of objects, processes, undertakings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Implementing technical, technological or organisational innovations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Generating new concepts, models, methods, etc. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Familiarity with industry regulations and procedures | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Reading technical and organisational documentation | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |

| | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Computer use in professional work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Calculating project costs and efficiency | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Foreign language use | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Team management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Teamwork | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Planning and organising own work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |

12. How did you raise your professional qualifications over the last year? (multiple choice questions)
- training, professional courses
 - language courses
 - industry conferences
 - other Bachelor's/engineering studies
 - supplementary Master's studies
 - postgraduate studies
 - doctoral studies
 - other (specify)
 - I did not raise my qualifications
13. What is your net income?
- under PLN 2,000
 - between PLN 2,000 and PLN 2,999
 - between PLN 3,000 and PLN 4,999
 - PLN 5,000 or above
14. Are you considering establishing your own business?
- yes, in the very near future
 - yes, in a few years
 - rather yes, but in the distant future
 - no

PART B (for unemployed persons)

1. Are you currently looking for a job?
- yes
 - yes, but I want to improve my qualifications first
 - no, by my own choice (e.g. family situation, other)
2. What kind of a job are you looking for?
- in an industry closely related to the field of studies/specialisation
 - in a broadly defined industry
 - in another industry (related to the other field of studies)
 - out of the industry
3. Are you willing to change your place of residence because of work?
- yes, but not far from the current place of residence
 - yes, but in Poland
 - yes, abroad
 - no, my personal situation does not allow me to do so
 - no, I do not want to change my current place of residence
4. Are you willing to change profession/retrain?
- yes, completely change profession

- upgrade qualifications in my sector
 - no
5. How have you improved your professional qualifications over the past year? (multiple-choice question)
- training, professional courses
 - language courses
 - other engineering / Bachelor's studies
 - supplementary Master's studies
 - postgraduate studies
 - doctoral studies
 - other (specify:)
 - I am not upgrading my skills
6. How long have you been unemployed?
- up to 3 months
 - 4 - 6 months
 - 7 - 12 months
 - over 1 year
7. How are you looking for a job? (multiple choice questions)
- career office (website, departmental boards, job fairs, company presentations, career counselling, workshops)
 - labour office (e.g. job fairs, internships, career counselling)
 - employment agencies
 - Internet
 - press
 - networking
 - independent applications to companies
 - I am not looking for a job
8. What level of income (net) would you be able to accept?
- under PLN 2,000
 - between PLN 2,000 and PLN 2,999
 - between PLN 3,000 and PLN 4,999
 - PLN 5,000 or above
9. Are you considering establishing your own business?
- yes, in the very near future
 - yes, in a few years
 - rather yes, but in the distant future
 - no

PART C (for self-employed persons)

1. What industry does your company operate in? (a drop-down list of industries)
2. Is the industry in which the company operates compatible with your education?
- yes, with a university degree from the Lublin University of Technology
 - yes, with another major
 - yes, with another major in secondary or post-secondary education
 - no
3. Where do you work?
- in the place/region of origin (birth)
 - in Lublin

- in another place in the Lublin Province
 - in another province
 - abroad
4. What is the scope of your business?
- local
 - regional
 - national
 - international
5. How long has your company been in business?
- less than 6 months
 - from 7 months to 2 years
 - from 2 to 5 years
 - over 5 years
6. In what form do you run your business?
- in the business incubator
 - under an agency agreement with another employer
 - franchise
 - as an independent company on the open labour market
 - under joint ownership (company)
 - other (describe)
7. What is the size of your company?
- a sole proprietorship
 - a micro-enterprise (less than 9 employees)
 - a small company (10 to 49 employees)
 - a medium-sized company (50 to 249 employees)
 - a large company (more than 250 employees)
8. What resources did you use to set up your business?
- EU financial assistance
 - loans
 - angel investors
 - funds from the labour office
 - personal funds
 - interest-free loans (e.g. family loans)
 - other (specify)
9. What is your net income?
- under PLN 2,000
 - between PLN 2,000 and PLN 2,999
 - between PLN 3,000 and PLN 4,999
 - PLN 5,000 or above
10. Why did you establish your own business?
- family tradition
 - financial incentives
 - I have not found a job
 - I did not want to have someone in charge of me
 - the opportunity to "prove myself"

other reasons (specify.....)

11. What knowledge and skills did you acquire at the University that prepared you to establish your own business?

- planning and organising work
- project management
- ability to compile business plans and reports
- managerial skills
- implementation of innovations
- foreign language skills
- methods of obtaining funds for company activities from various institutions supporting entrepreneurs
- drawing up applications for external funding for company operations
- basic business accounting
- familiarity with general legal issues
- other (specify:)
- none

12. To what extent did the knowledge and skills acquired during your studies proved useful in developing the following professional competences?

(scale: 1 - none, 2 - low, 3 - medium, 4 - high, 5 - very high)

| | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|--------------------------|
| Diagnosing problems | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Solving problems that arise in the course work of professional | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Technical or organisational design of objects, processes, undertakings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Implementing technical, technological or organisational innovations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Generating new concepts, models, methods, etc. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Familiarity with industry regulations and procedures | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Understanding technical and organisational | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Computer use in professional work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Calculating project costs and efficiency | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Foreign language use | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Team management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Teamwork | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |
| Planning and organising own work | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> |

13. How have you raised your professional qualifications over the past year?

- supplementary Master's studies
- doctoral studies
- postgraduate studies
- other engineering/Bachelor's studies
- specialised/branch training
- language courses
- branch conferences
- other (specify:)
- I have not raised my qualifications

Metrics

| | | |
|---------|---------------------------------|-------------------------------|
| Gender: | <input type="checkbox"/> Female | <input type="checkbox"/> Male |
|---------|---------------------------------|-------------------------------|

| | |
|-----------------------------|---|
| Place of origin: | <input type="checkbox"/> a drop-down list of provinces Subsequently: <input type="checkbox"/> a city with over 500,000 inhabitants <input type="checkbox"/> a city with 100,000 to 500,000 inhabitants <input type="checkbox"/> a city with 10,000 to 100,000 inhabitants <input type="checkbox"/> a city with less than 10,000 inhabitants <input type="checkbox"/> a village |
| Current place of residence: | <input type="checkbox"/> a drop-down list of provinces Subsequently: <input type="checkbox"/> a city with over 500,000 inhabitants <input type="checkbox"/> a city with 100,000 to 500,000 inhabitants <input type="checkbox"/> a city with 10,000 to 100,000 inhabitants <input type="checkbox"/> a city with less than 10,000 inhabitants <input type="checkbox"/> a village |

**Model Declaration of Participation
in Monitoring the Careers of Graduates of the Lublin University of Technology**

| | | | | | |
|--------------------------|---|---|--------------------|----------------------------------|--------|
| Faculty: | | | | | |
| Degree level: | | <input type="checkbox"/> Bachelor's degree / Engineering degree - year of graduation <input type="checkbox"/> Master's degree - year of graduation | | | |
| Form of studies: | | <input type="checkbox"/> Full-time studies <input type="checkbox"/> Part-time studies | | | |
| Major: | | | | | |
| Full name: | | | | | |
| Registered address: | | | | | |
| Telephone: | | | | | |
| E-mail address: | | | | | |
| Currently working | | Form of employment | | Working in the profession | |
| Y | N | Permanent contract | Temporary contract | Self- | |
| | | employment | | | Y N |
| | | | | | |

I, the undersigned, hereby consent to the processing of my personal data for the educational purposes of the Lublin University of Technology, related to the monitoring of graduates' careers, in accordance with the Act of 10 May 2018 on the Protection of Personal Data (consolidated text, Journal of Laws 2019, item 1781).

Lublin, (date).....

(signature)

Model Questionnaire for the Employer Survey

1. What form of cooperation with the Lublin University of Technology (hereinafter: LUT) are you interested in?

- organising traineeship or student placements
- conducting classes by practitioners from the company
- writing interim and diploma theses in cooperation with the company
- scientific and research cooperation
- workshops, training courses
- industry courses with the possibility of obtaining a certificate
- presentation of the company combined with recruitment
- other (specify)

2. How does your company most frequently search for employees?

- press/internet advertisements
- university career offices
- employment agencies
- labour offices
- traineeship, placements
- internal recruitment
- networking
- other (specify)

3. What professionals is your company currently looking for?

4. How many employees with higher technical education did your company employ in the previous year?

.....

5. Is it possible for LUT students/graduates to obtain traineeship or placement in your company?

- Yes No

6. Did any LUT students/graduates participate in traineeship, placement or employment in your company in the previous year?

- Yes, how many?..... No

7. How did LUT students/graduates distinguish themselves from graduates of other universities?

8. For what reasons do LUT graduates not find employment in your company?

9. If you were planning to employ a technical university graduate in your company, from which field of study? How many people (approximately)?

- architecture and urban planning - how many?
- construction - how many?
- technical and computer education - how many?
- electrotechnology - how many?
- finance and accounting - how many?
- IT - how many?
- safety engineering - how many?
- biomedical engineering - how many?..
- material engineering - how many?..
- renewable energy engineering - how many?
-

- production engineering - how many?
- environmental engineering - how many?
- marketing and marketing communication - how many?
- mathematics - how many?
- mechanics and mechanical engineering - how many?
- mechatronics - how many?
- transport - how many?
- management - how many?
- production management and engineering - how many?

other than those listed e.g. industrial design

10. What skills/qualifications do you expect from a technical university graduate?

a) Proficiency in foreign languages - which ones? Elementary level (E), Advanced level (A)?

Yes

No

English E A
 German E A
 Russian E A

French E A
 Spanish E A
 Ukrainian E A

other

b) In your opinion, what kind of experience is the most important?

- work in one's occupation
- voluntary work
- student activities (student government, Academic Sports Association, scientific clubs and others)
- thematic trips abroad (student exchange, traineeship)
- any holiday job abroad
- we do not expect any specific professional experience
- other.....

c) Knowledge and practical skills - what in particular?

- knowledge of specific software (which one?)
- operation of machines (which ones?)
- knowledge of technology used in the company (range).....
- other (e.g. software design skills):.....

| Feature | |
|--------------------------|--|
| adequate self-assessment | |
| assertiveness | |
| desire to develop | |
| communication skills | |
| stress-resistance | |
| leadership | |

| Feature | |
|--------------------|--|
| independence | |
| cooperation skills | |
| perseverance | |
| commitment | |
| determination | |
| accuracy | |

d) Personality traits, skills - please choose 5 most important ones

| | | |
|---------------------------------|--|---|
| Name of the company: | | |
| Industry: | | |
| Number of employees: | <input type="checkbox"/> up to 9 <input type="checkbox"/> 10-24 | <input type="checkbox"/> 25-49 (small) <input type="checkbox"/> 50-250 (middle-sized) <input type="checkbox"/> over 250 (large) |
| Place of operation: | | |
| Contact: Telephone/fax: E-mail: | | |

Space for any suggestions, observations on cooperation with the Lublin University of Technology:

Thank you for completing the questionnaire!

Procedure and Model Questionnaire for the Evaluation of Classes by Students

I. Principles for the evaluation of classes by students

1. The evaluation of classes by students is conducted at the end of each semester.
2. The timetables for conducting the evaluation are determined by the University Council for Quality of Education and communicated to the Vice-Deans for Student Affairs.
3. Surveys are carried out respecting the ethical principles and methodology of social research, in particular: voluntariness, anonymity of the evaluator, confidentiality of the surveys, and transparency of the aggregated results.
4. The survey concerns classes conducted by all academic teachers employed in the research and teaching posts, as well as by persons conducting classes on the basis of civil law contracts.
5. All students, irrespective of the type of programme, are entitled to undertake the evaluation, with the exception of postgraduate students where the academic supervisor is responsible for organising the evaluation.
6. The Vice-Chancellor and the Head of the relevant organisational unit are responsible for conducting the evaluation of classes, and for using its results in the evaluation of academic teachers.
7. Supervision of the organisational and technical aspects of the evaluation of classes in the organisational unit is exercised by the Dean's Representative for Quality of Education.
8. The database for the purpose of the evaluation of classes, including the names of academic lecturers, the names and forms of classes they conduct, and the size of student groups in a given semester, is updated by an employee authorised by the Head of the organisational unit.
9. The evaluation may be conducted electronically or on paper.
10. The conduction of the evaluation in electronic form proceeds as follows:
 - 1) all courses and their forms, completed in the organisational unit in a given semester, are evaluated in electronic form;
 - 2) evaluation of classes is conducted in accordance with a standardised university survey questionnaire;

- 3) a student evaluating classes completes the questionnaire only once, using the electronic version of the questionnaire sent to his/her individual account in the Virtual Dean's Office;
 - 4) a completed survey questionnaire cannot be modified or deleted;
 - 5) once the evaluation is completed, the possibility of filling in the questionnaire is blocked and the questionnaire becomes inactive;
 - 6) questionnaires are made available to the students only for the duration of the evaluation procedure, as determined by the University Council for Quality of Education;
 - 7) during completing the questionnaire, the student must answer all the questions; the system allows the session to be interrupted after completing part of the questionnaires and to return to the evaluation at the student's convenience, provided that the deadlines defined by the University Council for Quality of Education are not exceeded;
 - 8) the system guarantees anonymity in respect of the answers provided.
11. The conduction of the evaluation in paper form proceeds as follows:
- 1) on the basis of the analysis of the results of the evaluation of classes, the Head of the organisational unit may indicate the classes (and the respective teaching staff) that should be included in the paper evaluation in the next evaluation cycle;
 - 2) in particular, such evaluation may concern:
 - a) individuals whose classes were negatively evaluated in electronic questionnaires,
 - b) individuals who received student complaints about certain aspects of the classes being assessed (in that case, the evaluation is carried out for all courses conducted by the person concerned),
 - c) individuals who were evaluated by an insufficient number of students, i.e. as defined in Par. 16;
 - 3) survey questionnaires are distributed to students during scheduled classes and, once completed, they are collected by persons authorised by the Head of the organisational unit; on the basis of the completed questionnaires, the authorised employee prepares an individual evaluation report, which is then forwarded to the employee, his/her supervisor and the Dean's Representative for Quality of Education;
 - 4) while students are completing the paper questionnaires, the academic teacher concerned must not interfere with their completion and must not have access to the completed questionnaires before the results are processed.
12. Once the electronic evaluation process is completed, summary and individual reports are automatically generated in the system.
13. University staff can access their evaluation results through their individual accounts in the Virtual Dean's Office system, according to the administrative

privileges granted.

14. The evaluation of physical education classes is carried out by employees designated by the Head of the Physical Education and Sport Department.
15. The Head of the basic organisational unit, in consultation with the Dean's Representative for Quality of Education, may define a list of additional analyses prepared on the basis of the survey results obtained.
16. The evaluation results are considered valid and are incorporated into the periodic evaluation of the academic teacher if at least 30% of the students participating in the classes took part in it.
17. In the event of objections to the results of the evaluation, raised by the immediate superior or the academic teacher being evaluated, the evaluation of the classes conducted by that teacher is repeated on paper.
18. The evaluation results regarding a given major in the form of collective reports should be analysed at least once a year by the Faculty Committee for Quality of Education.
19. The evaluation results are made available to the students in aggregate form, electronically via the University's website.
20. The results of the evaluation of individual academic teachers can be made public with the prior consent of the persons concerned.
21. The Head of a postgraduate programme, a qualification-raising course or a training course must conduct a survey for each module or subject in each edition of the programme.

II. Principles for interpreting the results obtained

1. Each answer to a question in the tabular part of the questionnaire is assigned an indicated score.
2. For each question, a score is calculated as the arithmetic mean of the scores from all questionnaires regarding a particular subject and form of classes conducted by the academic teacher being evaluated.
3. The academic teacher's average score for a given subject and form of classes corresponds to the average number of points, calculated as the arithmetic mean of the scores of all questions in the questionnaire, calculated according to item 2.
4. The answers "I cannot assess" are not considered when calculating the average. The number of such answers, however, is shown in the summary tables.
5. The evaluation of the academic teacher for a given subject and form of classes is based on the average score obtained, to be interpreted according to the following criteria:

| Average score | Evaluation | Verbal evaluation |
|---------------|------------|-------------------|
| 2.00 – 2.69 | 2 | insufficient |
| 2.70 – 3.19 | 3 | sufficient |
| 3.20 – 3.69 | 3.5 | sufficient plus |
| 3.70 – 4.19 | 4 | good |
| 4.20 – 4.69 | 4.5 | good plus |
| 4.70 – 5.00 | 5 | very good |

6. The overall evaluation of the academic teacher is based on the arithmetic mean of the scores of all the subjects and forms of classes conducted by him/her, to be interpreted according to the criteria in item 5.

Model Questionnaire for the Evaluation of Classes by Students

Student Survey on the Quality of Classes

(date)

Major:

Form of studies: full-time / part-time*

Level of studies: Engineering degree/ Bachelor's degree / Master's degree*

Subject:

Semester of studies:

Form of classes: lecture / practical units / laboratory / project / seminar *

Full name, title / academic degree / professional degree of the academic teacher:

How would you rate the following aspects of your classes?

| No. | Specification | Very well | Well | Sufficiently | Insufficiently | I cannot assess |
|-----|---|-----------|------|--------------|----------------|-----------------|
| | | 5 | 4 | 3 | 2 | - |
| 1. | Conducting courses according to the agreed timetable | | | | | |
| 2. | Providing information about the course, including its aims, learning outcomes and evaluation criteria | | | | | |
| 3. | Conducting classes in an accessible and comprehensible manner | | | | | |
| 4. | Using examples to explain learning content | | | | | |
| 5. | A possibility to receive answers to questions concerning the content discussed in class | | | | | |
| 6. | Preparation of the lecturer | | | | | |
| 7. | Encouraging students to think independently during the classes | | | | | |
| 8. | Applying clearly defined and objective assessment principles and criteria | | | | | |
| 9. | Compliance with consultation deadlines | | | | | |
| 10. | Attitude towards students (respect, kindness, openness towards students) | | | | | |

Questions about the respondent:

1. How would you rate your attendance at the evaluated classes?

- 100% above 75% above 50% above 25% under 25%

2. How many hours of your own work per week do you dedicate to learning the content of the evaluated classes?

- 0 1 2 3 above 4

3. How many hours of your own work do you dedicate to preparing for the final assessment or exam in the evaluated classes?

- 0 1-3 4-6 7-9 10-12 13-15 above 15

4. How many times have you attended a consultation?

- none 1 2 3 4 or more

** delete as appropriate*

Model Questionnaire for the Evaluation of Physical Education Classes by Students

Student Questionnaire on the Quality of Physical Education Classes

(date)

Major:

Form of studies: full-time / part-time*

Level of studies: Engineering degree/ Bachelor's degree / Master's degree*

Semester of studies:

Full name, title / academic degree / professional degree of the academic teacher:

How would you rate the following aspects of your classes?

| No. | Specification | Very well | Well | Sufficiently | Insufficiently | I cannot assess |
|-----|--|-----------|------|--------------|----------------|-----------------|
| | | 5 | 4 | 3 | 2 | - |
| 1. | Conducting activities according to the agreed timetable | | | | | |
| 2. | Providing information relating to the subject, including its aims, learning outcomes and evaluation criteria | | | | | |
| 3. | Using self-demonstration of exercises by the teacher | | | | | |
| 4. | Attractiveness of the classes (using sports equipment) | | | | | |
| 5. | A possibility of receiving answers to questions concerning the exercises performed | | | | | |
| 6. | Adapting the pace of the classes to the students' abilities | | | | | |
| 7. | Applying clearly defined and objective assessment principles and criteria | | | | | |
| 8. | Attitude towards students (respect, kindness, openness towards students) | | | | | |

* - delete as appropriate

Questions about the respondent:

How many additional hours a week do you spend on recreation and sport?

0

1-2

3-4

5-6

above 6

Procedure and Model Sheet for an Assessment Visit

1. Assessment visits are intended to:
 - 1) assess various forms of classes conducted by academic teachers and other persons involved in the education of students, post-graduate students, courses and training;
 - 2) assess the conditions for the conduction of classes.
2. The schedule of the assessment visits planned for the winter semester must be prepared by 31 October, and for the summer semester by 15 March.
3. The Head of the organisational unit conducts the assessment of the academic staff at least once every 4 years.
4. Newly recruited persons are subject to compulsory assessments during their first year of work, to be performed by their immediate superiors or the Head of the organisational unit.
5. Assessment visits may also be organised occasionally in connection with:
 - 1) a previous negative assessment;
 - 2) a negative assessment of the course by the students;
 - 3) voiced concerns regarding the manner of conducting classes.
6. As a result of the assessment visit, a report is prepared and made available to the academic teacher and his/her superior.
7. The assessment sheet must be retained for a period of four years as a confidential document.
8. Within 2 weeks of the assessment visit, the superior will discuss the content of the report with the academic teacher being assessed.

Model Assessment Sheet

Assessment Sheet

(date)

1. Full name, title / academic degree / professional degree of the academic teacher being assessed:
2. Department:
3. Subject:
4. Major:
5. Specialisation:
6. Form of studies: full-time / part-time *
7. Level of studies: Engineering degree/ Bachelor's degree / Master's degree *
8. Semester:
9. Form of classes: lecture / practical units / laboratory / project / seminar *
10. Topic covered:
11. Classroom:, student group:
12. Duration of classes: from to
13. Which hour of the students' classes on a given day are the classes that are assessed?
14. Which hour of the assessed classes on a given day are the classes being assessed?
15. Group size:, number of attendees:
16. Full name, title / academic degree of the academic teacher being assessed:

* - delete as appropriate

| No. | Specification | Definitely yes | Rather yes | Rather not | Definitely not |
|-----|---|----------------|------------|------------|----------------|
| | | 5 | 4 | 3 | 2 |
| 1. | The teacher was prepared for the classes | | | | |
| 2. | The teacher clearly defined the learning objective | | | | |
| 3. | The objective of the classes was fulfilled | | | | |
| 4. | The teacher emphasised the practical relevance of the discussed issue (in the case of subjects of basic character: The teacher used examples to present and explain the learning content) | | | | |
| 5. | The teacher inspired students to think independently during the classes | | | | |
| 6. | The method of conducting the classes was interesting | | | | |
| 7. | The teacher was communicative and friendly during the classes, while at the same time maintaining an appropriate distance | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 8. | The teacher was able to maintain the students' | | | | |
| | Average score | | | | |

Use of audio-visual aids:

1. Use of audio-visual aids

YES NO

2. Notes (e.g. the teacher was only reading the content of the texts shown, the materials were a combination of text and graphics; they were prepared independently, other notes)

Remarks on the conditions of conducting the classes:

(size of the classroom, condition of its equipment, teaching aids, lighting, temperature, etc.)

Overall assessment and recommendations by the visiting person:

Remarks by the academic teacher being assessed:

(signature of the visiting person) (signature of the academic teacher being assessed)

Procedure and Model Questionnaire for the Evaluation of Work of the Dean's Office and Student Affairs Department Staff

The procedure for conducting surveys to evaluate the work of the Dean's Office and the Student Affairs Department staff:

- 1) the timetable for conducting the evaluation is determined by the University Council for Quality of Education and communicated to the Vice-Deans for Student Affairs;
- 2) information about the survey, along with the start and end dates, is provided in an electronic version on the websites of the individual organisational units;
- 3) all students of a faculty are entitled to participate in the evaluation;
- 4) the evaluation may be conducted electronically or on paper, using a standardised survey questionnaire;
- 5) when the survey is conducted using:
 - a) an electronic version of the questionnaire:
 - the questionnaire is sent to the student's individual account in the Virtual Dean's Office system,
 - the student performing the evaluation completes the questionnaire only once for each unit being evaluated,
 - the completed questionnaire cannot be modified or deleted,
 - the questionnaires are made available to the students only for the duration of the survey,
 - during the completion process, the student must answer all the questions in the questionnaire,
 - the system guarantees anonymity in respect of the answers provided;
 - b) paper questionnaires – survey questionnaires are distributed and collected after being completed by the students. This is done by selected members of the University Council for Quality of Education;
- 6) an authorised member of the University Council for Quality of Education prepares summary reports of the results, which are then forwarded to the Heads of the relevant organisational units;

- 7) the summary report of the evaluation results regarding the work of the Dean's Office and the Student Affairs Department staff include at least an indication of the number of participants in the survey and the average scores for the substantive questions in the questionnaire.

Model Questionnaire for the Evaluation of Work of the Dean's Office/ Student Affairs Department* staff

Student Questionnaire – Evaluation of Work of the Dean's Office/Student Affairs Department* staff

(date)

Faculty:

Major:

Form of studies: full-time / part-time *

Level of studies: Engineering degree/ Bachelor's degree / Master's degree *

Semester of studies:.....

How would you rate the following aspects of the Department's work?

| No. | Specification | Very well | Well | Sufficiently | Insufficiently | I cannot assess |
|-----|---|-----------|------|--------------|----------------|-----------------|
| | | 5 | 4 | 3 | 2 | - |
| 1. | Overall satisfaction with student services provided by the Dean's Office/Student Affairs Department | | | | | |
| 2. | Appropriateness of opening hours of the Dean's Office/Student Affairs Department | | | | | |
| 3. | Punctuality of opening and closing of the Dean's Office/Student Affairs Department | | | | | |
| 4. | Attitude to students among employees of the Dean's Office/Student Affairs Department in a kind and tactful manner | | | | | |
| 5. | A possibility of obtaining information from the Dean's Office/Student Affairs Department | | | | | |
| 6. | Fullness and completeness of information obtained from the Dean's Office/Student Affairs Department | | | | | |
| 7. | Timeliness in dealing with student affairs | | | | | |

Question about the respondent:

How often do you visit the Dean's Office / Student Affairs Department* to deal with any issues?

- at least a few times a week
- several times a month
- several times a semester
- less than a few times a semester

* - delete as appropriate

General Guidelines for the Degree Conferral Process

1. The topic of the thesis should be related to the field of studies and the range of activities conducted in the department.
2. The list of diploma thesis topics and supervisors is prepared by Heads of departments on the basis of the achievements of the unit and the academic staff employed therein, as well as the technical, legal and organisational resources allowing for the development of the thesis topic.
3. The Council of the organisational unit approves the topics of diploma theses and their supervisors, as well as the number of theses per one supervisor.
4. The thematic range of the questions for the diploma examination should be communicated to the students.
5. Opinions of the thesis supervisor and the reviewer should be insightful and should critically evaluate the merits of the thesis.
6. The University requires a uniform template for the text of the thesis review sheet and the thesis supervisor's opinion.
7. The diploma thesis must meet the condition of originality, which means that it must be prepared independently by the author and may not include parts or the whole of other elaborations (including projects) without the proper citation of sources.
8. Written diploma theses are checked before the diploma examination through the anti-plagiarism programme cooperating with a nationwide repository of written diploma theses.
9. A self-signed declaration of unlimited copyright to the submitted thesis, the model of which is attached as Appendix No. 1 to the Regulations for the Operation of an Anti-plagiarism System at the Lublin University of Technology, serves as a confirmation of the independent preparation of the diploma thesis by the student.
10. The University has the priority in publishing the student's diploma thesis. If the University has not published the diploma thesis within six months of its defence, the student who prepared it may publish it, unless the diploma thesis is part of a collective work.

Diploma Thesis Assessment Template

Lublin, date:

(University's seal)

DIPLOMA THESIS ASSESSMENT

Thesis topic:

Student's full name:

Student registration number:

Thesis Supervisor:

Thesis Supervisor's department:

1. Does the thesis content correspond to the topic stated in its title?
2. Assessment of the thesis layout, structure, content arrangement, chapters order, thesis completeness, etc.:
3. Substantive assessment:
4. Characteristics of source selection and use:
5. Formal assessment (linguistic correctness, thesis development skills, content list, references):
6. Manner of using the thesis (publication, provision to institutions, source material):
7. Additional remarks:
8. Thesis assessment:

(date) (Thesis supervisor's signature)

* - delete as appropriate

Diploma Thesis Review Template

Lublin, date:

(University's seal)

DIPLOMA THESIS REVIEW

Thesis Reviewer:

Reviewer's department:

Thesis topic:

Student's full name: Student registration number:

Thesis Supervisor:

Thesis Supervisor's department:

1. Does the thesis content correspond to the topic stated in its title?
2. Assessment of the thesis layout, structure, content arrangement, chapters order, thesis completeness, etc.:
3. Substantive assessment:
4. Characteristics of source selection and use:
5. Formal assessment (linguistic correctness, thesis development skills, content list, references):
6. Manner of using the thesis (publication, provision to institutions, source material):
7. Other remarks:
8. Thesis assessment:

* - delete as appropriate

(date)

(Reviewer's signature)