

The ID of the procedure:

Name of the higher education institution: CATHOLIC UNIVERSITY IN RUŽOMBEROK
FACULTY OF EDUCATION

Name of the Study Programme: THEORY AND DIDACTICS OF PHYSICAL AND SPORTS EDUCATION, part-time form of study,

Language of instruction: English

Degree of the study: third

I. Self-assessment of Standard 2 – Proposal of a new study programme and a proposal of a study programme modification

SP 2.1. The proposal of a new study programme or a modification of the study programme is elaborated and submitted by the formalized processes of the internal quality assurance system of higher education institution (hereinafter referred to as the "internal system"). If the institution does not have an internal system approved, the quality assurance rules are set out directly in a given proposal of the study programme.

Self-assessment of compliance ¹	References to evidence ²
The proposal of the new doctoral study programme PhD. Theory and Didactics of Physical and Sports Education was prepared and submitted in accordance with the formalised processes of the internal quality assurance system of higher education of the university. The preparation of the accreditation documentation for the given study programme complies with the management documentation for the Internal Quality Assurance System of Higher Education at the Catholic University in Ružomberok – Directive on Policies, Procedures and Rules of Study Programmes at the Catholic University in Ružomberok (VP-KU-130), as well as the Dean's Directive of the Faculty of Education No. 2/2025 on the Creation, Modification, and Approval of Study Programmes at the Faculty of Education of CU in Ružomberok. The prospective guarantor of the proposed study programme (the person responsible for the implementation, development, and quality assurance of the study programme) prepared the Intent of the Study Programme, which was submitted to the Dean of the Faculty of Education. After the approval of the Intent, the guarantor was tasked with preparing the Project Sheet for the development of the new study programme and other documents required to be submitted with the application for accreditation of the new study programme. Potential employers of the graduates are also involved in the development of the study programme by submitting proposals and comments on the study programme. The proposal of the new study programme will be submitted for review to the Quality Committee of the Faculty of Education. After its approval at the faculty level, the accreditation file will be submitted for administrative review to the CU Quality Steering Committee and subsequently to the CU Quality Board.	Policies, Procedures, and Regulations of Study Programmes at CU Dean's Directive of the Faculty of Education, CU, on the Development, Modification, and Approval of Study Programmes Politiky, postupy a pravidlá ŠP na KU Smernica dekana PF KU o vytváraní, úprave a schvaľovaní ŠP Proposal for a New Study Programme, Project Outline for the Preparation of a New Study Programme (as part of the submitted documentation)

SP 2.2. The study programme is elaborated following the mission and strategic goals of the institution, these are determined in a long-term plan of the institution.

Self-assessment of compliance	References to evidence
The proposed study programme has been developed in accordance with the mission and strategic goals of the higher education institution. Catholic University in Ružomberok carries out its educational, scientific, and research activities in connection with the European Higher Education Area and the European Research Area, particularly in the fields of history, theology, humanities, social sciences, education, natural sciences, social work, health sciences, and medicine, as well as in the areas of art and economics. The study programme falls under the field of Teacher Training and Education Science, which is an area in which the university is committed to carrying out its core activities. The submitted study programme is based on the following long-term strategic goals defined in the Long-Term Plan of the Catholic University in Ružomberok for 2022–2027: - to support prospective and attractive study programmes, including interdisciplinary ones, that reflect labour market needs and social demands, - to increase the quality of the educational process by using modern and innovative teaching methods, and to support the continuous education of academic and research staff, - to create an attractive and motivating learning environment with modern technical and material equipment, and to foster a cultivated and friendly atmosphere for extracurricular, cultural, sports, social, and spiritual activities for students.	Long-Term Plan of CU 2022–2027 https://www.ku.sk/app/cmsFile.php?ID=2547&disposition=i Intention of a New Study Programme (as part of the submitted documentation)

¹In the **Self-assessment of compliance** section, the higher education institution briefly describes the policies and procedures for the compliance of the relevant standard or refer to specific provisions of the existing internal regulation, procedure, record (s), information system, contract, etc., which it has implemented in its compliance. It briefly evaluates the result and degree of compliance with the standard and the intentions to ensure compliance in the relevant field in the implementation of the study programme.

² In the **References to evidence** section, the higher education institution provides a list of evidence (related internal regulations, internal records, parts of the study programme description, information sheets, scientific-pedagogical or artistic-pedagogical characteristics, place in the information system, place on the website, student record, etc.) by which it can demonstrate compliance with the standard, including an electronic reference to evidence. If the evidence cannot be made available to the working group online, it shall submit it during the on-site assessment.

Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

<i>The proposal of this new study programme responds to societal demand—specifically, the interest of master's students in the Teaching of Physical Education programme to continue their education at the next level of higher education.</i>	
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SP 2.3. There are designated persons responsible for the delivery, development, and quality assurance of the study programme
Self-assessment of compliance

<i>The individuals involved in the development of the study programme are also those who will be responsible for its implementation, development, and quality assurance. In the process of preparing the draft of the study programme, their primary task is to define the graduate profile based on the identified requirements of employers and the indicated occupations, as well as to develop the structure and content of the proposed study programme. After the programme is accredited, they are responsible for monitoring these components at regular intervals.</i> <i>The responsibilities and competences of the main person responsible for the implementation, development, and quality assurance of the study programme are regulated by the Directive on Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok (VP-KU-130) and the Dean's Directive of the Faculty of Education No. 2/2025 on the creation, modification, and approval of study programmes at the Faculty of Education of CU in Ružomberok.</i> <i>The main responsible person for the study programme, prof. Mgr. Martin Zvonař, Ph.D., has a genuine impact on the implementation, development, and quality assurance of the study programme. He coordinates the content preparation of the study programme, supervises the quality of its implementation, considers the field of knowledge of the study discipline to which the programme belongs, evaluates the study programme, and ensures its development. He performs these activities in coordination with other persons responsible for the core subjects: prof. PaedDr. Elena Bendíková, PhD., doc. PaedDr. Peter Mačura, PhD., PaedDr. Peter Krška, PhD., Mgr. Ľuboslav Šiška, PhD.</i>	<i>References to evidence</i> <i>Policies, Procedures, and Regulations of Study Programmes at CU</i> Politiky, postupy a pravidlá ŠP na KU <i>Dean's Directive of the Faculty of Education, CU, on the Development, Modification, and Approval of Study Programmes</i> Smernica dekana PF KU o vytváraní, úprave a schvaľovaní ŠP <i>CVs of Persons Responsible for the Study Programme</i> VUPCH zodpovedných osôb za ŠP (as part of the submitted documentation)
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SP 2.4. Students, employers, and other stakeholders are involved in the preparation of the proposal of the study programme.
Self-assessment of compliance

<i>The involvement of students in the preparation of the new study programme proposal is regulated by the Directive on Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok (VP-KU-130) and the Dean's Directive of the Faculty of Education No. 2/2025 on the creation, modification, and approval of study programmes at the Faculty of Education of CU in Ružomberok. During the preparation of the study programme proposal, students contributed through their constructive feedback, with the aim of ensuring that the study programme reflects the interests and needs of the student community. Among final-year master's students, the guarantor conducted a survey to assess interest in continuing studies at the third level of higher education. The results indicated a strong positive interest in pursuing doctoral studies.</i> <i>Students Mgr. Daniel Židek and Bc. Jakub Janček participated in the preparation of the study programme. In consultations with the guarantor, they provided suggestions for content enhancement of certain courses, expanding the selection of elective courses, and made comments on the logical structure of the study plan. Their input was evaluated as valuable, and several of their proposals were incorporated into the final version of the study programme.</i> <i>The involvement of employers in the preparation of the new study programme proposal is also regulated by the Directive on Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok (VP-KU-130) and the Dean's Directive of the Faculty of Education No. 2/2025. As part of the preparation process, interviews and consultations were conducted with existing practical partners of the university:</i> Assoc. Prof. PaedDr. Pavel Ružbarský, PhD – Dean of the Faculty of Sports, University of Prešov Dr. h. c. Dr. habil. PaedDr. Ing. István Szőköl, PhD., National Institute of Education and Youth (Komárno) <i>The employer representatives provided concrete suggestions to supplement the curriculum with specific professional topics and practical skills they consider essential for graduates' employability (e.g., expanding content on didactics for specific target groups, sports diagnostics, etc.). These recommendations were incorporated into the study programme proposal. The Programme Board implemented the employers' suggestions by modifying the course syllabi and core subjects to better align with current professional practice requirements.</i>	<i>References to evidence</i> Politiky, postupy a pravidlá ŠP na KU <i>Policies, Procedures, and Regulations of Study Programmes at CU</i> Politiky, postupy a pravidlá ŠP na KU <i>Dean's Directive of the Faculty of Education, CU, on the Development, Modification, and Approval of Study Programmes</i> Smernica dekana PF KU o vytváraní, úprave a schvaľovaní ŠP Project Sheet for the Preparation of a New Study Programme (as part of the submitted documentation) Meeting with Employers – Minutes
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SP 2.5. The study programme is assigned to the field of study, the extent of its content consistency with the concerned field of study is justified. In the case of study programmes combining two fields of study or interdisciplinary studies, the study programme is assigned to the relevant fields of study and the degree of its content consistency with the relevant fields of study is justified.

Self-assessment of compliance	References to evidence
<i>The core themes of the knowledge base of the field of study were developed in accordance with the description of the study field and based on the key topics of the knowledge base of the study fields Teacher Training and Educational Sciences and Sports Sciences.</i>	<i>System of Study Fields – Section 38. Teacher Training and Education Sciences, and Section 40. Sports Sciences</i>

Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

The areas and scope of knowledge, skills, and competencies that define the graduate's profile were developed in line with the Slovak Qualifications Framework (SKKR) and the Qualifications Framework of the European Higher Education Area (EHEA). Based on this, the educational objectives were established, and for each objective, a matrix of objectives was created. This matrix serves to verify the learning outcomes and objectives to ensure that the study programme fulfills its educational goals and that the graduate acquires the competencies declared in the graduate profile. More detailed information about the profile courses and the structure of the subjects within the study programme can be found in Section 3 of the Study Programme Description.	Sústava študijných odborov časť 38. Učiteľstvo a pedagogické vedy a 40. Vedy o športe https://www.kvalifikacie.sk/kartoteka-kariet-kvalifikacii/#/ Description of the Study Programme – Section 3: Structure and Content of the Study Programme (as part of the submitted documentation) Course Information Sheets (as part of the submitted documentation)
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SP 2.6. The study programme clearly defines and communicates the level of qualification that students acquire upon their successful completion. The qualification corresponds to the appropriate level of education under the qualifications framework.

Self-assessment of compliance SP 2.6.1. The study programme clearly specifies and communicates the qualification level that students acquire upon successful completion, corresponding to the appropriate level of education according to the qualifications framework. The areas and scope of knowledge, skills, and competencies that define the graduate's profile have been developed in accordance with the Slovak Qualifications Framework (SKKR) and the Qualifications Framework of the European Higher Education Area (EHEA). The learning outcomes of the study programme have been formulated in such a way that graduates meet the programme's educational goals and demonstrate: • a systematic understanding of the field of study and mastery of the skills and methods of scientific research associated with the field, corresponding to the current state of knowledge; • the ability to design, construct, implement, and adapt a substantial research process with scholarly integrity; • original research contributing to the expansion of the boundaries of scientific knowledge through a significant body of work, some of which is worthy of peer-reviewed publication at the national or international level; • the ability for critical analysis, evaluation, and synthesis of new and complex concepts; • the ability to communicate their area of expertise to colleagues, the wider academic community, and the general public. The student attains the Slovak Qualifications Framework (SKKR) level 8 qualification.	References to evidence https://www.kvalifikacie.sk/kartoteka-kariet-kvalifikacii/#/ https://siov.sk/wp-content/uploads/2019/08/INFORM-brozura-SKKR-final.pdf https://saavs.sk/wp-content/uploads/2020/10/QF-EHEA-AKREDITACNA-AGENTURA-TEMPLATE-2020-9-16-2020-9-23-final-Redhammer-Robert.pdf Description of the Study Programme – Section: Graduate Profile and Structure and Content of the Study Programme (as part of the submitted documentation)
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SP 2.7. The study programme clearly defines a graduate's profile. Within its framework the descriptors define the learning outcomes that are verifiable and appropriate to the institution's mission, to the given level of the qualification framework, and to the subject field according to the relevant field of study or a combination of fields of study in which graduates obtain their higher education degree.

Self-assessment of compliance SP 2.7.1. The graduate profile is clearly specified in the study programme. During the development of the graduate profile, the programme guarantor collaborated with potential employers and students of the master's study programme Teaching of Physical Education. The profile was also based on the employability of graduates of the given field, taking into account the Statistical Classification of Occupations SK ISCO 08. The graduate profile is detailed in Section 2 of the Description of the Study Programme. It clearly defines the knowledge, skills, and competencies that graduates acquire upon completion of the study programme. SP 2.7.2. In accordance with the graduate profile, verifiable learning outcomes are defined and communicated through descriptors, corresponding to the mission of the university. When formulating the learning outcomes, the Slovak Qualifications Framework (SKKR), the Qualifications Framework of the European Higher Education Area (EHEA), and employer requirements were taken into account. The learning outcomes are listed in Section 2 of the Description of the Study Programme. P 2.7.3. The learning outcomes correspond to the field of knowledge according to the relevant study field or combination of study fields in which the graduates obtain their higher education. The learning outcomes were identified in accordance with the description of the study field and the core themes of knowledge for the study fields 38. Teacher Training and Education Science and 40. Sports Sciences. Each course information sheet clearly specifies and characterizes the knowledge, skills, and competencies the student will acquire by completing the course, formulated to fulfil the overall objectives of the study programme.	References to evidence Description of the Study Programme – Section 2: Graduate Profile and Educational Objectives (as part of the submitted documentation) Statistical Classification of Occupations – SK ISCO-08 Štatistická klasifikácia zamestnaní-SK ISCO-08 Intention to Establish a Study Programme (as part of the submitted documentation) Project Sheet of the Study Programme (as part of the submitted documentation) https://www.kvalifikacie.sk/kartoteka-kariet-kvalifikacii/#/
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The ID of the procedure:

	https://siov.sk/wp-content/uploads/2019/08/INFORM-brozura-SKKR-final.pdf https://saavs.sk/wp-content/uploads/2020/10/QF-EHEA-AKREDITACNA-AGENTURA-TEMPLATE-2020-9-16-2020-9-23-final-Redhammer-Robert.pdf Sústava študijných odborov časť 38. Učiteľstvo a pedagogické vedy a 40. Vedy o športe Course Information Sheets
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SP 2.8. The learning outcomes and qualifications obtained by completing the study programme meet the sector-specific professional expectations for the pursuit of the profession. The study programme indicates the professions for which the acquired qualification is necessary. This is confirmed by the statements of relevant external stakeholders or by the agreement of the legal entity indicated in the description of the relevant field of study, if required by the description, or by a favorable opinion of the relevant ministry for the delivery of the study programme, in case of a state higher education institution, or in case of a qualification for the performance of regulated professions.

Self-assessment of compliance	References to evidence
SP 2.8.1 The study programme indicates the occupations for which the acquired qualification is required. The study programme identifies specific occupations that graduates are prepared to perform upon successful completion. These occupations were determined based on the Statistical Classification of Occupations SK ISCO-08. Employers involved in the preparation of the study programme have confirmed that the qualification obtained through the programme is required for the performance of these occupations. SK ISCO-08 code 2310003 – University Lecturer (Assistant Professor) SK ISCO-08 code 1223001 – Manager of a Research Institution SP 2.8.2 The learning outcomes and the qualification obtained through the study programme meet sector-specific professional expectations for the performance of the occupation. The learning outcomes and the qualification obtained through the study programme meet the sector-specific professional expectations for the occupations indicated within the programme. The learning outcomes were submitted to potential employers of future graduates, who participated in their development and revision, and approved them. SP 2.8.3 These facts are confirmed by statements from relevant external stakeholders or by the consent of the legal entity specified in the description of the relevant study field, or by the consent of the competent ministry for implementing the study programme. The fulfilment of sector-specific professional expectations is confirmed by statements of agreement from employers to whom the graduate profile, the indicated occupations, and the learning outcomes of the study programme were presented.	Statistical Classification of Occupations – SK ISCO-08 Štatistická klasifikácia zamestnaní-SK ISCO-08 Description of the Study Programme – Section 2 (as part of the submitted documentation) Minutes of the Meeting with Employers (to be submitted on site during the assessment) Statements of Sector-Specific Practice Expectations from Potential Employers

SP 2.9. The professional content, structure, and sequence of the profile courses and other educational activities of the study programme and the conditions for successful completion of the study enable the learning outcomes specified in the graduate profile to be achieved and ensure the access to the latest knowledge, skills, and competences, including *transferable competencies* that affect their personal development and that can be used in their future careers and life as active citizens in democratic societies. In case of professionally oriented bachelor's degree programmes, the content of the study programme is designed to enable the achievement of the employers' expected learning outcomes with an emphasis on the development of practical professional skills in the given sector of the economy or social practice.

Self-assessment of compliance	References to evidence
SP 2.9.1 The professional content, structure, and sequence of the profile study courses and other educational activities of the study programme, as well as the conditions for successful completion of studies, enable the achievement of the learning outcomes specified in the graduate profile and ensure access to up-to-date knowledge, skills, and competences. The professional content, structure, and sequence of the profile study courses and other educational activities of the study programme, as well as the conditions for successful completion of the studies, enable the achievement of the educational objectives and learning outcomes. The matrix of objectives and learning outcomes of the respective study programme serves as the basis for the content development of the course information sheets and ensures the alignment of the objectives, learning outcomes, and profile courses of the study programme. SP 2.9.2 The professional content, structure, and sequence of the profile study courses and other educational activities of the study programme guarantee access to transferable skills that contribute to the	Study Programme Description – Section 3: Curriculum Structure and Content Learning Objectives and Outcomes Matrix Course Syllabi (included in the submitted documentation) Study Programme Description Course Syllabi Recommended Curriculum / Study Plan Learning Objectives and Outcomes Matrix

Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

personal development of students and can be used in their future careers and in life as active citizens in democratic societies. It is ensured that the professional content, structure, and sequence of the profile study courses and other educational activities of the study programme provide access to current knowledge, skills, and competences. In compiling the recommended study plan, we based our work on the matrix of objectives and learning outcomes of the study programme. This matrix includes specific profile subjects and descriptors of knowledge, skills, and competences formulated in accordance with the Slovak Qualifications Framework (SKKR) and the Qualifications Framework of the European Higher Education Area (EHEA). Potential employers have also provided input, ensuring the relevance and currency of the required learning outcomes. SP 2.9.3 In the case of professionally oriented bachelor's degree programmes, the content of the study programme is designed to achieve employer-expected learning outcomes with an emphasis on developing practical professional skills in the relevant sector of the economy or social practice. Not applicable to the respective study programme.	(included in the submitted documentation) https://siov.sk/wp-content/uploads/2019/08/INFORM-brozura-SKKR-final.pdf https://saavs.sk/wp-content/uploads/2020/10/QF-EHEA-AKREDITACNA-AGENTURA-TEMPLATE-2020-9-16-2020-9-23-final-Redhammer-Robert.pdf
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SP 2.10. The study programme has a standard length of study, a specified workload for each study subject expressed in ECTS credits, and hours of face to face teaching, except where the nature of the educational activity does not require it. The standard length of study, workload, and hours of contact instruction allow learning outcomes to be achieved and they correspond to the form of the study programme.

<i>Self-assessment of compliance</i> SP 2.10.1 The study programme has a defined standard duration of study, designated student workload for individual study courses expressed in ECTS credits, and the number of contact teaching hours, except in cases where the nature of the educational activity does not require it. The standard duration of study, workload, and number of contact hours enable the achievement of learning outcomes and correspond to the form of the study programme. In accordance with Act No. 131/2002 Coll., Decree No. 614/2002 Coll., and the Study Regulations of KU, the study programme has a set duration of 4 years, with the requirement of achieving a minimum of 180 ECTS credits. Within the structure and content of the study programme, the student workload is specified and expressed in ECTS credits and in the number of contact teaching hours per individual course. The workload and the number of contact hours are distributed over the standard duration of study in such a way that they correspond to the form of study and enable the achievement of the intended learning outcomes. The standard duration of the study has been determined in accordance with § 54 of Act No. 131/2002 Coll., with emphasis on the content and structure of the respective study programme.	<i>References to evidence</i> Study Programme Description – Section 3: Curriculum Structure and Content Learning Objectives and Course Syllabi Study Regulations of CU Amendment No. 1 to VP-KU-84 Study Regulations of CU Študijný poriadok KU Dodatok č.1 k VP-KU-84 Študijný poriadok KU
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SP 2.11. In the case of a professionally oriented bachelor's degree programme, their content includes the compulsory professional practice of students in a contracted organization for a total of at least one semester. The practice is designed to develop practical professional skills. It enables students to undertake activities through which they acquire the work procedures typical for the relevant level of qualification and the relevant field of study. It allows students to participate in professional processes, projects and through specific tasks acquire, knowledge, skills, and competencies relevant for the respective professions. The professional practice may be carried out as continuous or divided into several shorter periods, depending on the needs of the relevant study programme and the conditions of the cooperating organization in which the professional practice takes place.

<i>Self-assessment of compliance</i> Not applicable to the respective study programme.	<i>References to evidence</i>
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SP 2.12. The study programme has a clearly defined level and nature of research/artistic/other activities required for the successful completion of studies, especially concerning the final thesis.

<i>Self-assessment of compliance</i> SP 2.12.1. The study programme clearly defines the level and nature of creative activities required for successful completion of the study, particularly in relation to the final thesis. The level and nature of creative activities correspond to the educational goals and learning outcomes, as well as to the qualification framework level of the respective cycle of higher education, which are required for the successful completion of the study. The proposed dissertation thesis topics are listed in the Description of the Study Programme. Formal requirements and guidelines for final theses are regulated by the KU Study Regulations (VP-KU-84), Part 15, and the Dean's Directive on the Requirements for Qualification Theses and Completion of Studies at the Faculty of Education of KU in Ružomberok (VP-PFKU-4/2023). Dissertations are specifically governed by the Dean's Directive on Doctoral Studies at the Faculty of Education of KU in Ružomberok (S-PFKU-3/2025).	<i>References to evidence</i> Študijný poriadok KU Dodatok č.1 k VP-KU-84 Študijný poriadok KU Smernica dekanu o doktorandskom štúdiu na PF KU Description of the Study Programme – Structure and Content of the Study Programme (as part of the submitted documentation) Course Information Sheets
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The ID of the procedure:

II. Self-assessment of Standard 3 – Approval of the study programme

SP 3.1. The study programme is approved by the formalized processes of the internal system. The study programme assessment and its approval, involving students, employers, and other stakeholders, is guaranteed to be independent, unbiased, objective, professionally based, transparent, and fair. The persons assessing and approving the study programme are guaranteed to be different from the persons preparing the study programme proposal.

Self-assessment of compliance

SP 3.1.1. The study programme is approved in accordance with the formalised processes of the internal quality assurance system.

The new study programme was approved in accordance with the Directive “Policies, Procedures and Rules of Study Programmes at the Catholic University in Ružomberok” (VP-KU-130) and the Dean’s Directive No. 2/2025 on the Creation, Modification, and Approval of Study Programmes at the Faculty of Education of KU in Ružomberok.

At the faculty level, the proposed study programme will be approved by the Quality Commission of the Faculty of Education. If approved, the accreditation documentation will be submitted to the KU Quality Steering Committee and, after successful administrative review, forwarded to the KU Quality Board.

SP 3.1.2. Independent, unbiased, objective, professionally competent, transparent and fair assessment and approval of the study programme proposal is ensured. The persons approving the study programme are different from those preparing the programme proposal.

SP 3.1.3. Students, employers and other stakeholders are involved in the assessment and approval of the study programme.

The study programme undergoes the approval process at the faculty level, specifically in the Quality Commission of the Faculty of Education. In addition to academic staff, the Commission includes two employer representatives and two student representatives.

The highest authority approving new study programme proposals is the Quality Board of the Catholic University in Ružomberok.

Upon submission of the accreditation application, the Chair of the Quality Board appoints an ad hoc working committee with regard to the specific study programme. Members of the working committee include stakeholders—employers, students, and alumni.

References to evidence

Policies, Procedures, and Regulations of Study Programmes at CU
Dean’s Directive of the Faculty of Education, CU, on the Development, Modification, and Approval of Study Programmes

[Politiky, postupy a pravidlá ŠP na KU](#)

[Smernica dekana PF KU](#)

[o vytváraní, úprave](#)

[a schvaľovaní ŠP](#)

Minutes of the Meetings of the Faculty of Education Quality Committee, CU
Result of the Administrative Review by the CU Steering Committee
Statement of the CU Steering Committee
Minutes of the CU Quality Council Meeting (following the assessment of the study programme by the working group)

Policies, Procedures, and Regulations of Study Programmes at CU

[Politiky, postupy a pravidlá ŠP na KU](#)

III. Self-assessment of Standard 4 – Student-centered learning, teaching, and assessment

SP 4.1. The rules, forms, and methods of teaching, learning, and students’ assessment within the study programme enable the achievement of learning outcomes while respecting the diversity of students and their needs.

Self-assessment of compliance

SP 4.1.1. The rules, forms, and methods of teaching, learning, and assessment of learning outcomes in the study programme enable the achievement of learning outcomes.

The rules for teaching and assessment of learning outcomes are defined in the Study Regulations of the Faculty of Education of KU (approved on 22 August 2023 by the Academic Senate of the Faculty of Education) in accordance with the Study Regulations of the Catholic University.

The specific forms and methods of teaching and assessment are listed in the course syllabi (course information sheets) of the individual subjects.

SP 4.1.2. The rules, forms, and methods of teaching, learning, and assessment of learning outcomes in the study programme respect student diversity and their needs in achieving the learning goals and outcomes.

The rules, forms, and methods of teaching, learning, and assessment of learning outcomes in the study programme are designed to respect the diversity of students and their individual needs. The KU Counselling Centre creates appropriate conditions and has sufficient competence to support students, including those with specific needs (university coordinator for students with specific needs and a faculty-level coordinator).

The procedure and rules for organising the study of students with specific needs are governed by the Rector’s Directive on Supporting Applicants and Students with Specific Needs at KU in Ružomberok (VP-KU-14).

References to evidence

Description of the Study Programme – Structure and Content of the Study Programme
(as part of the submitted documentation)

Course Information Sheets

[Študijný poriadok PF KU](#)

[Dodatok č.1 k Študijnému](#)

[poriadku PF KU](#)

Counselling Centre | Student | Catholic University in Ružomberok

[Poradenské centrum | Študent | Katolícka univerzita v Ružomberku](#)

Faculty of Education Study Regulations, CU

The ID of the procedure:

	Amendment No. 1 to the Faculty of Education Study Regulations, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Rector's Directive on Supporting Applicants and Students with Special Educational Needs at the Catholic University in Ružomberok SMERNICA REKTORA O PODPORE UCHÁDZAČOV O ŠTÚDIUM A ŠTUDENTOV SO ŠPECIFICKÝMI POTREBAMI NA KATOLÍCKEJ UNIVERZITE V RUŽOMBERKU
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SP 4.2. There is a flexibility in learning paths and in the achievement of learning outcomes. The study programme allows adequate education outside the university in domestic and foreign institutions, particularly through a mobility support. The results of this education are recognized by the institution.

Self-assessment of compliance

SP 4.2.1. Flexible learning pathways and the achievement of learning outcomes are enabled.

The study programme is designed to ensure flexibility in learning pathways. The student chooses their own learning trajectory by supplementing the recommended study plan through elective units in the study and research part of the doctoral study programme.

SP 4.2.2. The study programme enables appropriate education outside the university at domestic and foreign institutions, especially through the support of mobilities. The outcomes of such education are recognized by the university.

The doctoral study program Theory and Didactics of Physical Education and Sports Education is designed to support the internationalization and development of doctoral students' research competencies. The study program creates variable opportunities for doctoral students to participate in international mobility programs. A predetermined period specifically reserved for student mobility, known as the mobility window, is recommended for students in their 2nd to 5th semesters of study in this study program.

Students have the opportunity to participate in long-term mobility for the purpose of study - Foreign Study Stay (1-3 months), or for the purpose of research - Foreign Research Stay (1-3 months). Shorter mobility schemes and other purposes of foreign travel (e.g., in the form of internships, study visits, BIP, summer schools) are also supported, which we refer to as Erasmus+ Short-Term Doctoral Student Mobility (5-30 days).

In addition to traditional physical mobility, it also offers the following forms of alternative mobility, which enable flexible involvement of students in the international academic environment:

1. Virtual mobility

- o Participation in online courses, seminars, or research activities at partner universities.
- o Doctoral students can take selected courses that are recognized in their individual study plans.

2. Online mobility and e-learning

- o Participation in specialized e-learning modules and MOOC courses (in the field of physical education and sports education),
- o Courses are provided by partner institutions or international professional organizations.

3. Collaborative Online International Learning (COIL)

- o Joint online courses implemented in cooperation with partner universities,
- o Students work on international research or project tasks in mixed teams with colleagues from abroad.

4. Blended mobility

- o A combination of short-term physical mobility (e.g., a 1–2 week workshop or summer school abroad) with online preparation and subsequent remote collaboration.
- o Enables students to participate in international activities even with limited opportunities for long-term stays.

5. International projects

- o Involving doctoral students in international research and application projects (e.g., Horizon Europe, Erasmus+ KA2, bilateral grants).
- o Projects provide a platform for joint publications, conference presentations, and access to foreign data sources.

The completion of part of the studies at another university is formally conditioned by: an application for exchange study, a learning agreement, and a transcript of academic records. This is carried out in accordance with § 7 of Decree of the Ministry of Education, Science, Research and Sport of the Slovak Republic No. 614/2002 Coll. on the credit system of study as amended, and according to the university's internal regulations.

The student may request the Dean of the Faculty of Education of KU to recognize completed subjects or to transfer credits and grades, provided that no more than 5 years have passed since their completion.

References to evidence

[Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok](#)

Recommended Study Plan

Faculty of Education Study Regulations, CU

Amendment No. 1 to the Faculty of Education Study Regulations, CU

[Študijný poriadok PF KU](#)
[Dodatok č.1 k Študijnému poriadku PF KU](#)

Description of the Study Programme – Section 3: Structure and Content of the Study Programme

Erasmus+ Student (KA131) | International Relations | Catholic University in Ružomberok
[Erasmus+ študent \(KA 131\) | Medzinárodné vzťahy | Katolícka univerzita v Ružomberku](#)

Directive on the Implementation of Educational Mobilities within the Erasmus+ Programme

[Smernica o realizácii vzdelávacích mobilit v rámci programu Erasmus+](#)

Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

<i>In master's degree studies, it is not possible to recognize credits obtained for subjects completed in a bachelor's degree.</i> <i>The recognition of qualifications issued by higher education institutions located outside the Slovak Republic is governed by the Rector's Directive on the Recognition of Educational Documents Issued by Foreign Universities at the Catholic University in Ružomberok.</i>	Partner Universities and Institutions International Cooperation Catholic University in Ružomberok Partnerské univerzity a organizácie Medzinárodná spolupráca Katolícka univerzita v Ružomberku Faculty of Education Study Regulations, CU Amendment No. 1 to the Faculty of Education Study Regulations, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Directive on the Recognition of Educational Documents Issued by Foreign Higher Education Institutions at CU Smernica o uznávaní dokladov o vzdelaní vydaných zahraničnými vysokými školami na KU
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SP 4.3. The variety of forms and methods used in teaching, learning and assessing of learning outcomes stimulates students to take an active role in the process of learning and developing their academic careers. In higher education institutions, students are adequately, and in relation to the learning outcomes and level of the qualifications framework of the study programme, involved in research/artistic/other activities.

<i>Self-assessment of compliance</i> SP 4.3.1. The teaching, learning, and assessment methods used in the study programme encourage students to take an active role in the learning process and in the development of their academic careers. <i>The teaching and learning methods in the doctoral study programme are designed to actively engage students in the learning process and the development of their academic careers. Primarily used are individual consultations, research seminars, presentations of research results, and involvement in scientific and pedagogical activities. Assessment of learning outcomes is based on continuous research and publication activities, participation in projects, and the ability to independently solve professional tasks. This approach supports the development of critical thinking, independence, and professional competencies of doctoral students.</i> SP 4.3.2. Students are involved in the creative activities of the higher education institution in accordance with the learning outcomes and the qualification level of the study programme. <i>Doctoral students are systematically involved in the creative activities of the university in alignment with the learning outcomes and the qualification framework of the third cycle. They actively participate in solving scientific and project tasks, publishing results in academic journals, and presenting at conferences. They are also involved in pedagogical and organizational activities, which promotes the development of their creative, research, and academic competencies.</i>	<i>References to evidence</i> Informačné listy predmetov Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Smernica dekana o doktorandskom štúdiu na PF KU Course Information Sheets Evidence to Be Provided During the Implementation of the Study Programme: Minutes from Research Seminars Doctoral Students' Publications Documentation of Doctoral Students' Teaching Activities Documentation of Doctoral Students' Involvement in Research Projects
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SP 4.4. Within the study programme a sense of autonomy, independence, and self-evaluation is reinforced, while providing adequate guidance and support by teachers based on mutual respect.

<i>Self-assessment of compliance</i> SP 4.4.1. The study programme promotes a sense of autonomy, independence, and self-assessment. <i>Within the doctoral study programme, autonomy, independence, and the ability to self-assess are systematically supported. The programme is structured to ensure that doctoral students gradually assume responsibility for their own research and professional development, including the selection of methodological approaches, presentation of results, and planning of their academic careers. Students are encouraged to reflect on their strengths and weaknesses through ongoing evaluative discussions with supervisors and feedback from scientific</i>	<i>References to evidence</i> Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok
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The ID of the procedure:

and pedagogical activities. This contributes to the development of their independence and readiness for autonomous scientific work. SP 4.4.2. Students are provided with appropriate guidance and support from teachers based on mutual respect and dignity. The Faculty of Education at CU has a system of academic advisors aimed at improving the efficiency of the university's study system, helping students orient themselves and effectively select subjects in line with their individual study plans, areas of interest, and the real situation in the labour market. The advisor also supports students with study-related difficulties, communication with the academic environment, and serves as a counselor for student mobility and a facilitator in research, interest-based, or other activities. An academic advisor is typically appointed for a specific year of study, study programme, or field of study and is listed in the Study Information Guide at the Faculty of Education, Catholic University. Each teacher is required to set consultation hours for the subject(s) they teach in the given semester. These hours are used to provide additional explanations of the taught material and to answer other questions related to the subject matter.	Evidence to Be Provided During the Implementation of the Study Programme: Documentation of Doctoral Students' Teaching Activities Documentation of Doctoral Students' Involvement in Project Work Conference Attendance and Presentations Research and Publication Outputs Individualised Recommended Study Plans Study Adviser 2025/2026 Študijný poradca 2025/2026
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SP 4.5. The study programme is delivered in a way that reinforces the internal motivation of students to continuously improve leading to the observance of principles of the academic ethics or professional ethics in the case of a professionally oriented bachelor's degree programme.

<i>Self-assessment of compliance</i> SP 4.5.1. The study programme is implemented in a manner that fosters students' intrinsic motivation for continuous improvement and encourages adherence to the principles of academic ethics or professional ethics, in the case of professionally oriented bachelor's study programmes. Evidence of student motivation procedures is provided by the Scholarship Regulations of the Catholic University (e.g. merit-based scholarships for academic excellence, Dean's and Rector's awards). Students are also encouraged to participate in various competitions, as well as in the organization of seminars and conferences. Each year, the most active students participate in student research competitions (ŠUČ or ŠVOČ). Students have opportunities to engage in faculty activities, activities of partner institutions, local or regional government initiatives, and other relevant activities aligned with the mission of the Catholic University and aimed at fostering active learning for improved employability. Students are supported by their instructors in undertaking independent initiatives that enhance their knowledge, skills, and competences. Students are also guided in accordance with the principles of academic ethics. They are informed about unethical behaviour and its consequences (e.g. plagiarism). Guidelines related to the principles of academic ethics are defined in the valid Code of Ethics. The identification of risks associated with unethical behaviour is ensured by the activities of the Ethics Committee.	<i>References to evidence</i> CU Scholarship Regulations Štipendijný poriadok KU Allocation of Motivational (Merit) Scholarships Documentation of Student Engagement in Faculty/University Activities – Annual Departmental Reports Ethical Code / Code of Ethics Etický kódex CU Disciplinary Regulations Disciplinárny poriadok KU
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SP 4.6. The study programme has prescribed rules, criteria, and methods for the assessment of learning outcomes in the study programme that are available to the public in advance. The assessment results must be recorded, documented, and archived.

<i>Self-assessment of compliance</i> SP 4.6.1. The study programme has established and publicly available rules, criteria, and methods for the assessment of learning outcomes. The specific assessment method for each course (continuous assessment, exam) is determined by the course instructor and published in the course information sheet, which is available in the academic information system AIS2KU. Course completion is assessed by a grade. The grade reflects the quality of knowledge or skills acquired in accordance with the course objectives specified in the course information sheet. Assessment is based on the total percentage performance of the student in all forms of assessment. A minimum of 60% is required to successfully pass the course. The grading system at KU uses a six-grade scale (for more details, see the Study Regulations, Article 11). SP 4.6.2. Assessment results are recorded, documented, and archived. The recording, documentation, and archiving of documents at KU, including assessment results, are governed by the KU Filing Plan. The Filing Plan is an annex to the Filing Rules and serves the purpose of efficient and systematic storage of files related to applicants, students, and graduates (e.g. course transcripts, records and results of state examinations, and signatures of state examination board members). It defines the retention and archiving periods for each type of document. The KU Filing Plan, its components, and amendments are prepared by the university's records administrator in cooperation with heads of organizational units or designated staff.	<i>References to evidence</i> Course Information Sheets Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Directive on the Formal Requirements of Qualification Theses Smernica o náležitostiach kvalifikačných prác Catholic University Records Management Regulations 2020 – RDSS Amendment on Entry into Force Registraturný-poriadok-KU-2020-RDSSmena-ucinnosti.pdf
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The ID of the procedure:

SP 4.7. Assessment methods and criteria are known in advance and accessible to students, they are included in the different parts/subjects/modules of the programme, and they are suitable for a fair, consistent, transparent verification of acquired knowledge, skills, and competencies.

Self-assessment of compliance	References to evidence
SP 4.7.1. The methods and criteria of assessment are included in the individual parts/courses/modules of the programme and are known and accessible to students in advance. The study plan defines the chronological and content-based sequence of courses. Students compile their study plan themselves or with the help of a study advisor, selecting from the list of courses offered within the programme in order to meet the rules of the study programme and the provisions of the PF KU Study Regulations and the Doctoral Study Guidelines upon enrolment. At the time of enrolment, students decide which part of the study obligations prescribed by the programme and recommended in the study plan they will complete in the given academic year, while ensuring they fulfil the conditions required to proceed in their studies or to complete them. The student bears full responsibility for the completeness of their enrolment. Before the beginning of the semester, students must confirm in the AIS system that they have read the course information sheets and are thus familiar in advance with the course content, completion requirements, and assessment methods. The assessment methods and criteria are defined in the course information sheets, which are available on the website of the relevant department delivering the study programme. SP 4.7.2. The assessment methods and criteria are appropriate for the fair, consistent, and transparent verification of acquired knowledge, skills, and competencies. The evaluation of student performance within a course is carried out primarily through continuous assessment during the semester (e.g. control questions, written tests, individual assignments, term papers, presentations), final exams, or a combination of both. The number of exams per semester and academic year is determined in the recommended study plan. The exact assessment method for each course (continuous assessment or final exam) is specified by the course instructor in the course information sheet published in the AIS2KU academic information system. A unified and valid internal legal framework (PF KU Study Regulations – Article 11: Evaluation of study results, and the Doctoral Study Guidelines at PF KU – Article 9: Credit system and evaluation of study results) guarantees consistency and fairness, as well as equal treatment of all students based on clearly defined and pre-established rules. Public access and transparency of assessment procedures for stakeholders are ensured through the publication of all relevant documents and internal regulations on the university and faculty websites and in the academic information system. In case students feel that the assessment by an instructor was unfair, non-transparent, or inconsistent, they may appeal to the head of the department, the Vice-Dean for Science and Art, or the Dean, who may review the assessment in question.	Course Information Sheets Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok Course Information Sheets Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok

SP 4.8. The assessment provides students with a reliable feedback on the degree of fulfillment of learning outcomes, where appropriate with advice on learning progression.

Self-assessment of compliance	References to evidence
SP 4.8.1. Assessment provides students with reliable feedback on the level of achievement of learning outcomes, which is, if necessary, linked to counselling for academic progress. The assessment of learning outcomes in the doctoral programme is designed to provide students with reliable and constructive feedback on the extent to which they meet the defined learning outcomes. Feedback is provided on an ongoing basis through supervisory consultations. If deficiencies are identified, the assessment is complemented by guidance aimed at supporting further academic progress, including recommendations for professional and methodological training or mentoring. Each instructor maintains a Record of Oral Examination for every student, which allows them to evaluate the level of achieved learning outcomes and provide reliable feedback to students. If the feedback indicates problematic progress in the studies of a particular student, the faculty ensures the provision of effective support for the student's academic advancement. This can be initiated either by a faculty staff member or by the student themselves. Upon receiving such a suggestion, the Vice-Dean for Education may propose the establishment of a working commission to investigate the issue and propose suitable measures. The commission is appointed by the Dean of the faculty. The commission consists of: - the guarantor of the study programme, - the head of the relevant department, - a representative of the KU Counselling Centre, - the teachers of the courses where the student has shown problematic academic progress, - the year coordinator (if appointed). The main task of the commission is to investigate the root causes of the student's difficulties, identify their needs, and ensure effective support for academic advancement. The commission must produce a report of the	Course Information Sheets Protocol of the Oral Examination Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok

Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

<i>investigation including the measures taken. This report is archived in the student's file at the relevant study department.</i>	Counselling Centre Student Catholic University in Ružomberok Poradenské centrum Študent Katolícka univerzita v Ružomberku Policies, Procedures, and Regulations of Study Programmes at CU Politiky, postupy a pravidlá ŠP na KU Study Adviser 2025/2026 Študijný poradca 2025/2026
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SP 4.9. If circumstances allow, the assessment of students in the study programme is carried out by several teachers.

<i>Self-assessment of compliance</i>	<i>References to evidence</i>
SP 4.9.1. If circumstances allow, student assessment in the study programme is carried out by multiple teachers. <i>Student assessment within the doctoral programme is ensured, to the maximum extent possible, by multiple teachers. This approach enhances the objectivity and transparency of assessment and also provides students with broader and professionally differentiated feedback. The assessments of the dissertation examination and the dissertation defence are conducted before committees, thus ensuring collective responsibility for evaluating the level of achieved learning outcomes.</i>	Course Information Sheets Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok

SP 4.10. Students can appeal against their assessment results; a fair handling of the appeal is guaranteed.

<i>Self-assessment of compliance</i>	<i>References to evidence</i>
SP 4.10.1. Students have the opportunity to use remedies against the results of their assessment, with fair treatment of applicants for remedy being ensured. <i>Students have the opportunity to use remedies against the results of their assessment in accordance with the options set out in the Study Regulations of the Faculty of Education of KU, which are aligned with the KU Study Regulations (Articles 10 and 11). According to the Study Regulations of the Faculty of Education, each student is entitled to one regular and two retake examination attempts for each course. If a course registered in a given academic year is not successfully completed—i.e., if the student receives the grade FX three times or does not complete the course at all—they must re-enrol in the course in the following academic year. When re-enrolling in a previously failed course, the student is again entitled to one regular and two retake examination attempts.</i>	Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok

IV. Self-assessment of Standard 5 – Student admission, progression, recognition, and certification

SP 5.1. The study programme is delivered by pre-defined and easily accessible rules of study at all stages of the study cycle, e.g. student admission, progression and assessment, recognition of education, certification, awarding of a diploma, and other evidence of formal qualifications. The specificities arising from the specific needs of students are taken into account.

<i>Self-assessment of compliance</i>	<i>References to evidence</i>
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Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

SP 5.1.1. The study programme is implemented according to pre-defined and publicly accessible study rules for all phases of the study cycle, which include admission, the course and assessment of studies, recognition of education, completion of studies, awarding of the degree, and issuance of the diploma and other documents related to acquired education. The rules governing all phases of the study cycle are defined in the KU Study Regulations, the Study Regulations of the Faculty of Education (PF KU), and in the Dean's Directive on the Requirements for Qualification Theses and Completion of Studies at PF KU. These documents are published on the official notice board of the PF KU website. Admission conditions are published on the PF KU website under the "Admission Procedure" section. The planned number of admitted students in each study programme is announced in accordance with deadlines set by the Higher Education Act in the Admission Conditions for all levels and forms of study programmes. These are approved by the Academic Senate of PF KU before publication. Records of the progress, completion of study phases, and graduation of students in the doctoral study programme, as well as records of study interruptions, are maintained by the PF KU Office for Science and Art in students' files. Study results are recorded in the academic information system AIS2 KU. Criteria for progression to the next stage of study are defined in the Directive on Doctoral Studies at PF KU (S-PFKU-3/2025), Article 9. SP 5.1.2. The specific needs of students are taken into account during the course of study. KU has established a Counselling Centre, which provides comprehensive support services for applicants and students with specific needs. It creates suitable conditions and possesses adequate competence to work with these students. The services offered by the Counselling Centre are published on the KU website under the "Student Services" section. The published and publicly available Admission Conditions specify that applicants who require specific arrangements due to health reasons must inform the faculty in writing when submitting their application. Further procedures and rules for organizing studies for students with specific needs are regulated by the Rector's Directive on Support for Applicants and Students with Specific Needs at KU in Ružomberok. Records related to the identification and organization of study for students with specific needs are maintained by the KU Counselling Centre and the PF KU Study Office.	Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok Admission Procedure / Applicant / Faculty of Education, Catholic University in Ružomberok Prijímacie konanie / Uchádzač / Pedagogická fakulta Katolíckej univerzity v Ružomberku Directive on the Requirements for Final Theses and Completion of Studies at the Faculty of Education, CU Smernica o náležitostiach kvalifikačných prác a ukončení štúdia na PF KU Policies, Procedures, and Regulations of Study Programmes at CU Politiky, postupy a pravidlá ŠP na KU Counselling Centre / Student / Catholic University in Ružomberok Poradenské centrum / Študent / Katolícka univerzita v Ružomberku Rector's Directive on Supporting Applicants and Students with Special Needs Smernica rektora o podpore uchádzačov o štúdium a študentov so špecifickými potrebami
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SP 5.2. The study programme specifies the requirements for applicants and the selection process, the requirements correspond to the level of the qualifications framework. The admission procedure is reliable, fair, and transparent. The criteria and requirements for applicants are published in advance and easily accessible. The admission procedure is inclusive and ensures equal opportunities for every applicant demonstrating feasibility for completion. The selection process of applicants is based on appropriate methods of assessing their eligibility for the study.

Self-assessment of compliance

SP 5.2.1. The study programme clearly specifies the requirements for applicants and the method of their selection, which correspond to the level of the qualification framework. SP 5.2.2. The criteria and requirements for applicants are published in advance and are easily accessible. The requirements for applicants are provided in the Description of the Study Programme – point 8. These requirements are publicly available and published by the Faculty of Education of CU on its website under the section "Admission Procedure." The conditions, criteria, and requirements for the admission procedure for all degrees and forms of study programmes are published within the deadlines set by the Higher Education Act, in accordance with the applicable legislation and internal regulations of the faculty. SP 5.2.4. The admission procedure is reliable, fair, and transparent and is based on appropriate methods for assessing applicants' eligibility for study.	References to evidence Description of the Study Programme – Section 8: Required Skills and Prerequisites of the Applicant for the Study Programme Admission Procedure / Applicant / Faculty of Education, Catholic University in Ružomberok
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Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

<i>The rules, procedures, criteria, and methods of the admission process are regulated by the Study Regulations of the Faculty of Education of CU (Art. 6) and the Directive on Doctoral Studies at the Faculty of Education of CU (S-PFKU-3/2025, Art. 3). The admission procedure ensures equal selection criteria for all applicants and is conducted transparently. The results of the admission procedure are published on the faculty's website in the "Admission Procedure" section.</i> SP 5.2.5. <i>The admission conditions are inclusive and guarantee equal opportunities for every applicant who demonstrates the necessary prerequisites for study.</i> <i>The Faculty of Education of CU ensures equal opportunities for admission to all applicants who meet the conditions of the admission procedure, while also taking into account the capacity of the relevant study programme. All applicants have access to the same information, which is publicly available on the faculty's website. After admission, students receive necessary information during introductory meetings and are assigned academic advisors for each study programme.</i> <i>Catholic University has established a Counselling Centre that provides comprehensive support services to students and applicants with specific needs. It creates appropriate conditions and has sufficient competence to support students with special needs. The services of the Counselling Centre are published on the university's website under the "Student Services" section.</i> <i>In the published and publicly accessible admission conditions, it is stated that applicants who require specific accommodations due to health reasons must inform the faculty in writing when submitting their application. Further procedures and rules regarding the organization of studies for students with special needs are governed by the Rector's Directive on Supporting Applicants and Students with Specific Needs at the Catholic University in Ružomberok.</i> <i>The Counselling Centre also provides services such as career guidance, psychological counselling, social and legal advice, and serves as a support centre for students with specific needs and for parents with children. It cooperates with the University Pastoral Centre of J. Vojtaššák. The range of services also includes a psychological SOS helpline and general distance counselling.</i>	Prijímacie konanie Uchádzač Pedagogická fakulta Katolíckej univerzity v Ružomberku Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok Admission Procedure Applicant Faculty of Education, Catholic University in Ružomberok Prijímacie konanie Uchádzač Pedagogická fakulta Katolíckej univerzity v Ružomberku Description of the Study Programme – Section 8: Required Skills and Prerequisites of the Applicant for the Study Programme https://www.ku.sk/fakulta-katolickej-univerzity/pedagogicka-fakulta/uchadzac/prijimacie-konanie.html
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SP 5.3. The rules for the delivery of the study programme regulate and facilitate the recognition of the study and parts of the study by the Convention on the Recognition of Qualifications concerning Higher Education in the European Region so that domestic and foreign student mobility is promoted.

Self-assessment of compliance SP 5.3.1. <i>The rules for implementing the study programme regulate and allow for the recognition of studies and parts of studies in accordance with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, in order to support both domestic and international student mobility. The procedure for recognising completed parts of studies abroad or at another higher education institution is specified in the Study Regulations of both the faculty and the university (Article 12), as well as in the Rector's Directive on the Recognition of Educational Documents Issued by Foreign Higher Education Institutions at the Catholic University in Ružomberok.</i> <i>Records of students' international mobilities are kept by the Offices for International Relations and Mobility at the faculties and the university. Forms for students are published on the university website.</i>	References to evidence Directive on the Recognition of Educational Documents Issued by Foreign Higher Education Institutions at CU Smernica o uznávaní dokladov o vzdelaní vydaných zahraničnými vysokými školami na KU Rector's Directive on the Implementation of Learning Mobilities within the Erasmus+ Programme Smernica rektora o realizácii vzdelávacích mobilit v rámci programu Erasmus+ Erasmus+ Student (KA131) International Relations Catholic University in Ružomberok
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The ID of the procedure:

	Erasmus+ študent (KA 131) / Medzinárodné vzťahy / Katolícka univerzita v Ružomberku
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SP 5.4. Effective use of tools ensuring *scientific integrity*, prevention and dealing with plagiarism and other *academic fraud* is guaranteed in the delivery of the study programme.

Self-assessment of compliance	References to evidence
SP 5.4.1. Within the implementation of the study programme, the effective use of tools to ensure research integrity and to prevent and address plagiarism and other forms of academic misconduct is guaranteed. In the implementation of the doctoral study programme, the effective use of tools to ensure research integrity and prevent academic misconduct is strictly guaranteed. Students are introduced to the ethical principles of scientific work, citation rules, and the requirements for academic honesty already in the initial phases of their studies. The university systematically uses software tools for checking the originality of texts—not only for dissertations, but also for seminar and publication outputs of doctoral students. The doctoral training includes seminars and workshops focused on scientific integrity, ethical aspects of research, and proper publishing practices. In the case of suspected plagiarism or other violations of academic ethics, a clearly defined procedure is in place. This includes investigation, assessment by the relevant committee, and the adoption of appropriate measures. These procedures are regulated by the Dean's Directive on the Requirements for Final Theses and the Completion of Studies at the Faculty of Education of the Catholic University, which addresses breaches of research integrity and plagiarism in final theses. Other academic fraud is handled in accordance with the Study Regulations of the Faculty and the University, with consequences determined by the Disciplinary Code for Students of the Catholic University.	Directive on the Requirements for Final Theses and Completion of Studies at the Faculty of Education, CU Smernica o náležitostiach kvalifikačných prác a ukončení štúdia na PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok CU Disciplinary Regulations Disciplinárny poriadok KU

SP 5.5. Students of the study programme have effective mechanisms for examining incentives seeking protection of their rights or legally protected interests, which they believe have been violated. Students can also point to specific deficiencies in the activity or inactivity of the higher education institution. The examination of incentives is transparent and takes place with the participation of student representatives. The complainants are provided with feedback on the results of their examination and the measures taken.

Self-assessment of compliance	References to evidence
SP 5.5.1. Students of the study programme have access to effective mechanisms for reviewing complaints or grievances in which they seek protection of their rights or legally protected interests they believe have been violated, or point to specific deficiencies in the activities or inaction of the higher education institution. The review process is transparent and carried out with the participation of student representatives. Complainants receive feedback on the outcomes of the review and on any measures taken. The procedures for handling complaints and grievances are regulated by the Rector's Directive on Complaints No. 19/2017. Records of complaints are kept at the Rectorate of the Catholic University (KU). The Study Regulations of the Faculty of Education of KU, Article 8, paragraph m), define the students' right to lodge a complaint. Students can use the following mechanisms to submit complaints in order to protect their rights or interests, or to point out specific deficiencies in the functioning or inaction of KU: a) via anonymous suggestion boxes at KU, b) through social media, c) by submitting a formal written complaint, d) through student representatives in the university or faculty bodies, e) via an annual anonymous questionnaire on the quality of teaching. The faculty provides students with effective mechanisms to request the review of complaints related to the protection of their rights or legally protected interests, or to report specific deficiencies in the university's activities or inaction. These mechanisms are governed by the Rector's Directive on Complaints. The review process must be transparent and must meet the following requirements: a) it must involve student representatives, b) the complainant must be informed of the result of the review within 30 days of submitting the complaint, provided it is not anonymous. The outcome must also include the corrective measures taken.	Rector's Directive on the Handling of Complaints No. 19/2017 https://intranet.ku.sk/wp-content/uploads/2019/Archiv-smernic/2017/VP-19-2017-Smernica-o-s%C5%A5a%C5%BEnostiach.pdf Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Book of Suggestions Book of Complaints Policies, Procedures, and Regulations of Study Programmes at CU Politiky, postupy a pravidlá ŠP na KU

SP 5.6. The successful completion of the study programme is confirmed by the institution by the award of an academic title, by the issuance of a university diploma, and by the issuance of further documentation (diploma supplement) explaining the qualifications obtained. These documents comply with applicable regulations.

The ID of the procedure:

Self-assessment of compliance	References to evidence
SP 5.6.1. Successful completion of the study programme is confirmed by the higher education institution through the awarding of an academic degree, the issuance of a diploma, as well as the issuance of additional documentation (Diploma Supplement), which explains the qualification obtained, including the achieved learning outcomes, the context, level, and content of the successfully completed studies. This documentation complies with the relevant regulations. Students who successfully complete the study programme are awarded the appropriate academic degree. They also receive the following documents: a) University diploma b) Certificate of the state examination c) Diploma Supplement The general conditions and rules for graduation, as well as the requirements and characteristics of these documents, are specified in the Study Regulations of the Faculty of Education of KU and the Dean's Directive on the Requirements for Qualification Theses and Completion of Studies at the Faculty of Education of KU. The specific conditions for the respective study programme are defined in the study plan and course information sheets available in the academic information system AIS2KU. Records of the state examination are stored both in AIS and in the student's personal file at the faculty's study department. The documents and their templates are governed by the KU design manual.	Študijný poriadok PF KU Study Regulations of the Faculty of Education, CU Amendment No. 1 to the Study Regulations of the Faculty of Education, CU Študijný poriadok PF KU Dodatok č.1 k Študijnému poriadku PF KU Dean's Directive on PhD Studies at the Faculty of Education, Catholic University in Ružomberok Directive on the Requirements for Final Theses and Completion of Studies at the Faculty of Education, CU Smernica o náležitostiach kvalifikačných prác a ukončení štúdia na PF KU https://www.ku.sk/images/dokumenty/ku/dokumenty/10_diplomy.pdf Course Information Sheets

V. Self-assessment Standard 6 – Teaching staff

SP 6.1. The institution has sufficient teaching staff with the required qualification, workload allocation, research/artistic/other activities, practical skills, teaching skills, and transferable competencies that enable them to achieve learning outcomes, and whose language competencies correspond to the language requirements of the study programme.

Self-assessment of compliance	References to evidence
SP 6.1.1. The higher education institution ensures that the study programme is delivered by teachers whose qualifications, level of creative output, practical experience, pedagogical skills, and transferable competencies enable students to achieve the intended learning outcomes. The study programme is delivered by an academic team that meets the requirements for qualification, professional and creative activity, as well as pedagogical competence. The core staff includes two full professors and three associate professors who cover the key profile areas of the programme. Their professional qualification guarantees that students achieve the required learning outcomes in accordance with established standards. Teachers are actively involved in scientific and research activities, publishing results in both domestic and international journals and participating in grant and project tasks. Their practical experience is reflected in the course content through cooperation with professional partners and participation in expert discussions, conferences, and advisory bodies. Pedagogical skills and transferable competences are developed through reflection on student feedback, class observations, and further didactic training. Emphasis is placed on supporting critical thinking, communication, and teamwork skills of students. Strengths: • The programme's core is formed by highly qualified teachers (2 professors, 3 associate professors) • Strong integration between research, practice, and teaching • Systematic support for pedagogical and transferable skills Areas for improvement: • Strengthening internationalisation of the teaching staff (international mobility, joint publications) SP 6.1.2. The higher education institution ensures that the teachers of the study programme have language skills corresponding to the languages in which the study programme is delivered. The teaching staff of the study programme possess language skills fully corresponding to the language of instruction. The programme is conducted in Slovak, and all teachers are either native speakers or have long-term teaching experience in the Slovak academic environment, ensuring full-quality knowledge transfer and communication. Several teachers also actively use English in their publishing and conference activities, and some	Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation) Records of Teachers' Research and Creative Activities (as part of the submitted documentation)

The ID of the procedure:

teach courses in a foreign language as part of international mobility programmes or partnerships with foreign universities. This enhances the internationalisation of the programme and allows students to engage with academic discourse in another language. SP 6.1.3. The higher education institution ensures that the number of teachers, their working capacity and workload distribution correspond to the number of students and the personnel demands of educational activities. The staffing of the study programme is designed to match the number of students and the complexity of educational activities. The teaching team includes two professors, three associate professors, and other lecturers from various departments, allowing balanced workload distribution and an appropriate student–teacher ratio. The distribution of working capacity considers all types of academic work – lectures, seminars, practical exercises, consultation hours, thesis supervision, and examination duties. The workload system is coordinated at the faculty level to prevent staff overload and to provide sufficient time for research and publication activities. In case of an increased number of students or introduction of new courses, the faculty promptly strengthens staffing capacity by hiring assistant lecturers or involving external professionals from practice. The rules for determining the minimum number of teaching hours per teacher at the Faculty of Education, with respect to weekly workload, are defined in the Dean's Directive No. 1/2018 on workloads and performance of internal academic staff at the Faculty of Education, Catholic University in Ružomberok. Strengths: • Stable academic team with adequate working capacity • Balanced distribution of teaching load among professors and associate professors • Functional coordination system at the faculty level Areas for improvement: • Continuous monitoring of the teacher–student ratio in light of projected student growth • Strengthening capacity for thesis supervision in larger cohorts	Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation) Dean's Directive of the Faculty of Education, CU, on Workloads and Performance of Full-Time Academic Staff Smernica dekana na PF KU o úväzkoch a výkonoch interných vedecko-pedagogických zamestnancov Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation)
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SP 6.2. The qualifications of teachers involved in the the study programme are at least one degree higher than the qualifications achieved by its completion. This requirement may be waived in justified cases, such as foreign language tutors, in-service teachers, practitioners, and doctoral candidates.

Self-assessment of compliance	References to evidence
SP 6.2.1. The professional qualification of all academic staff involved in the delivery of the study programme is at least one level higher than the qualification awarded upon completion of the programme, as documented in Section 6 of the Description of the Study Programme.	Study Programme Description – Section 6: Human Resources / Academic Staff Provision for the Study Programme

SP 6.3. Profile courses are normally provided by staff members in the position of professors or associate professors employed at the university in the relevant field of study or in a related field for fixed weekly working hours. In vocational education programmes, profile study courses are also provided by university teachers who are experienced professionals from the relevant economic or social fields and who work at the university for a fixed weekly or part-time period. From the point of teachers' age, the sustainability of the teaching staff in profile courses of the programme is guaranteed.

Self-assessment of compliance	References to evidence
SP 6.3.1. The core study subjects are delivered by university teachers holding the academic rank of professor or associate professor, who are employed at the university in the relevant or a related field of study on a full-time basis. The list of teachers responsible for the core subjects is provided in Section 6 of the Description of the Study Programme. SP 6.3.2. In professionally oriented study programmes, core subjects are also delivered by university teachers who are experienced professionals from the relevant sector of the economy or social practice and are employed at the university on a full-time or part-time basis. Not applicable to the respective study programme. SP 6.3.3. The sustainability of the staffing of the core subjects in the study programme is ensured by the age structure of the teaching staff. The responsible core team consists of: • Professor – 51 years old • Professor – 50 years old	Study Programme Description – Section 6: Human Resources / Academic Staff Provision for the Study Programme Študijného programu Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation)

The ID of the procedure:

• Associate Professor – 69 years old • Associate Professor – 45 years old • Associate Professor – 52 years old <i>This age distribution represents a strong presence of the middle generation (45–52 years), ensuring long-term stability and continuity of teaching. At the same time, the team includes a senior academic with extensive expertise and teaching experience, contributing to the preservation of tradition and programme quality.</i> Strengths: • A stable core of teachers in productive age (45–52 years) • An experienced senior teacher contributing to tradition and academic leadership • Support for career growth of younger team members Areas for improvement: • Planning of gradual generational replacement • Further strengthening of the younger generation of teachers to ensure the long-term stability of the programme	<i>Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation)</i>
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SP 6.4. The institution has a designated staff member with the necessary competencies to guarantee responsibility for the delivery, development, and quality assurance of the study programme or an otherwise defined integral part of the study programme according to Art. 6 (7 to 11), and who is also responsible for a profile course. This person is in the position of a professor in the relevant field of study for fixed weekly working hours; in the case of a bachelor's degree programme, he/she works as a professor or as an associate professor in the relevant field of study for fixed weekly working hours. At the same time, this person is not responsible for the delivery, development, and quality assurance of the study programme at another university in the Slovak Republic. The same person may have primary responsibility for the delivery, development, and quality assurance of up to three study programmes. This number does not include cases of concurrence according to Art. 7 (3), letter b) to h) of these standards.

Self-assessment of compliance

SP 6.4.1. The university has appointed a responsible person (guarantor) who holds the appropriate competences and bears the main responsibility for the implementation, development, and quality assurance of the study programme or another clearly defined and coherent part of the study programme, and who also delivers a core subject. This person holds the position of professor in the relevant field of study on a full-time basis. The person does not bear the main responsibility for the implementation, development, and quality assurance of a study programme at any other higher education institution in the Slovak Republic. One and the same person may bear the main responsibility for a maximum of three study programmes.

The main responsible person (guarantor) works as a professor in the relevant field of study on a full-time basis. The guarantor has a real influence on the implementation, development, and quality assurance of the study programme by coordinating its content development, supervising its quality delivery, taking into account the field of knowledge relevant to the study programme, evaluating the programme, and further developing it.

The guarantor meets all the requirements for performing this role – he has many years of professional and teaching experience, a rich publication record, and experience in managing scientific and educational projects. His professional profile guarantees a high level of expertise and further development of the programme. His engagement ensures full personal and professional dedication to the development and quality of the programme.

Strengths:

- The guarantor meets all formal and professional requirements according to the standards.
- He is actively involved in the relevant field and teaches a core subject.
- His long-term involvement ensures continuity and stability of the programme.

Areas for improvement:

- Further strengthening of his international research networks to increase the prestige and attractiveness of the programme.
- Systematic preparation of potential future guarantors from among younger academic staff.

The competences of the main responsible person (guarantor) for the implementation, development, and quality assurance of the study programme are further defined in the directive Policies, Procedures and Rules of Study Programmes (VP-KU-130), subsection 6.3.

The main responsible person for the implementation, development, and quality assurance of the given study programme, prof. Mgr. Martin Zvonař, PhD., does not bear main responsibility for any other study programme at another higher education institution in the Slovak Republic.

The main responsible person for the implementation, development, and quality assurance of the given study programme, prof. Mgr. Martin Zvonař, PhD., does not bear main responsibility for more than three study programmes.

References to evidence

Professional and Pedagogical Activity Report – Prof. Mgr. Martin Zvonař, PhD.
VÚPCH prof. Mgr. Martin Zvonař, PhD.
Letter of Appointment (issued after the accreditation of the study programme has been approved by the CU Quality Council)

Policies, Procedures, and Regulations of Study Programmes at CU

[Politiky, postupy a pravidlá ŠP na KU](#)

Employee Register – Martin Zvonař

[Register zamestnancov Martin Zvonař](#)

SP 6.5. The staff supervising final theses are active in research/artistic/other activities or in a professional practice at the level corresponding to the degree of the study programme in the field of professional and thematic scope of the supervised theses.

The ID of the procedure:

Dissertation supervisors are staff members in the position of professor or associate professor or in another similar position in a contracted research institution cooperating with a higher education institution in the delivery of a third-degree study programme.

Self-assessment of compliance	References to evidence
SP 6.5.1. Persons supervising final theses are actively involved in creative or practical activities at a level corresponding to the degree of the study programme and the professional and thematic focus of the supervised theses. Final theses in the study programme are supervised by individuals who are actively engaged in scientific-research or practical activities aligned with the level and professional orientation of the programme. Dissertation topics are derived from ongoing scientific projects, expert discussions, and the practical experience of academic staff, ensuring their academic relevance and linkage to the supervisors' creative activities. Theses are supervised by professors and associate professors who regularly publish in national and international scholarly journals, participate in grant projects, or are active in practice in fields closely related to the topics of the theses. This guarantees that students not only gain theoretical knowledge while working on their theses but also acquire experience reflecting the current state of the discipline. The guarantor of the study programme, in cooperation with the head of the relevant department, regularly reviews the level of the supervisors' active creative or practical activity. This review must comply with the applicable Methodology for Evaluating Standards, Part V: Methodology for Evaluating Creative Activities, and the Methodological Guideline for Assessing the Level of Outputs of Creative Activities at the Catholic University in Ružomberok (CZ 01775/2025). The guarantor, together with the department head, must assign supervisors of final theses who perform active creative or practical work at: • a significant international level in the case of dissertation supervisors, • at least an internationally recognized level for master's thesis supervisors, • at least a nationally recognized level for bachelor's thesis supervisors. SP 6.5.2. Dissertation supervisors are professors, associate professors, or persons in equivalent positions in research institutions contractually cooperating in delivering the third-cycle study programme with the university. Supervisors of dissertation theses in the third-cycle study programme are highly qualified individuals holding the position of professor or associate professor in the relevant field of study. These supervisors provide expert guidance to doctoral students and ensure that dissertation theses meet the criteria for originality, methodological rigour, and international relevance. If specialized topics require it, experts from research institutions that have a contractual collaboration with the university may also be involved in supervising dissertations. This enables doctoral students to access expertise in specific research areas and fosters their integration into a broader scientific community.	Study Programme Description – Section 6: Academic Staff Provision Study Programme Description – Section 3: Curriculum Structure and Content – Proposed Dissertation Topics Methodological Guideline for the Evaluation of Creative Activity Outputs at CU Metodické usmernenie hodnotenia výstupov tvorivej činnosti na KU Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation)
SP 6.6. The teaching staff develop their professional, language, pedagogical, digital skills, and transferable competencies.	
Self-assessment of compliance SP 6.6.1. Teachers of the study programme develop their professional, language, pedagogical, digital skills, and transferable competencies. Academic staff of the study programme systematically develop in all areas necessary for high-quality teaching. Professional skills are strengthened through scientific research activities, publishing, and participation in national and international projects. Teachers regularly present at conferences and professional events, maintaining an up-to-date overview of developments in their field. Language competencies are developed primarily through participation in international mobility programmes, publishing in English, and teaching courses or giving lectures in foreign languages. Pedagogical skills are enhanced through internal training sessions, class observations, and student feedback. Teachers improve their digital competencies by incorporating modern technologies into their teaching (e-learning platforms, interactive tools, online consultations) and by sharing best practices within the department. Transferable competencies, such as teamwork, communication skills, and student mentoring, are cultivated through daily teaching and project-related work. The faculty provides teachers with opportunities at least once a year to participate in training/educational activities aimed at developing their professional, language, pedagogical, digital skills, or transferable competencies. These training or educational activities may be delivered by external service providers or by the faculty's own competent staff. For instance, professional training may take the form of scientific seminars at departments, language training may be offered as language courses at the faculty or university, pedagogical training may take the form of workshops for the development of teaching skills, and digital training may involve workshops focused on digital competencies. The development of transferable	References to evidence Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation) Policies, Procedures, and Rules Governing Study Programmes at the Catholic University in Ružomberok Politiky, postupy a pravidlá ŠP na KU

The ID of the procedure:

<i>competencies can be supported through activities targeting various skills applicable in any professional environment – such as communication, problem-solving, critical thinking, teamwork, and more.</i>	
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SP 6.7. In the case of teaching combination study programmes, the institution engages teachers according to Art.6 (1 to 6) of the Study Programme Standards, separately for each specialization of the combination in compliance with the relevance of the subjects to the field of study, and separately for pedagogical foundations.

Self-assessment of compliance

References to evidence

SP 6.7.1. <i>In the case of teacher training combined study programmes, the higher education institution ensures that the criteria SP 6.1 to SP 6.6 are fulfilled by teachers separately for each subject specialisation, in accordance with the affiliation of the taught subject to the field of study, and separately for the teacher training foundation. Not applicable to the respective study programme.</i>	<i>Study Programme Description – Section 6: Human Resources / Academic Staff Provision for the Study Programme</i>
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SP 6.8. In the case of translation combination study programmes, the institution engages teachers according to Art.6 (1 to 6) of the Study Programme Standards, separately for each specialization of the combination, in compliance with the language relevance, and separately for translation studies foundations.

Self-assessment of compliance

References to evidence

SP 6.8.1. <i>In the case of translation and interpreting combined study programmes, the higher education institution ensures that the criteria SP 6.1 to SP 6.6 are fulfilled by teachers separately for each language specialisation, in accordance with the affiliation to the language, and separately for the translology foundation. Not applicable to the respective study programme.</i>	
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SP 6.9. In the case of programmes combining two fields of study or two first-degree study programmes delivered as interdisciplinary studies, the institution engages teachers according to Art.6 (1 to 6) of the Study Programme Standards for each field of study in which its graduates receive a higher education degree.

Self-assessment of compliance

References to evidence

SP 6.9.1. <i>In the case of study programmes combining two fields of study or first-cycle study programmes conducted as interdisciplinary studies, the higher education institution ensures that the criteria SP 6.1 to SP 6.6 are fulfilled by teachers for each field of study in which graduates obtain higher education. Not applicable to the respective study programme.</i>		
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SP 6.10. In the case of joint study programmes, the institution engages teachers according to Art.6 (1 to 6) of the Study Programme Standards for that part of the study programme that the institution provides.

Self-assessment of compliance

References to evidence

SP 6.10.1. <i>In the case of joint study programmes, the higher education institution ensures the fulfilment of the criteria SP 6.1 to SP 6.6 by teachers for the respective part of the joint study programme that it is responsible for within the programme. Not applicable to the respective study programme.</i>	
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SP 6. 11. In the case the institution delivers study programmes in a given field of study at several faculties or at several addresses, the institution engages teachers according to Art.6 (1 to 6) of the Study Programme Standards, separately for each faculty and separately for each address where the study programme is delivered as a whole.

Self-assessment of compliance

References to evidence

SP 6.11.1. <i>In the case where a higher education institution delivers study programmes in the respective field of study at multiple units or locations, the institution ensures the fulfilment of criteria SP 6.1 to SP 6.6 by teachers separately for each unit and for each location in which the study programme is delivered in its entirety. The given study programme will be implemented at only one location, namely at the seat of the Faculty of Education.</i>	
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VI. Self-assessment Standard 7 – Research/artistic/other activities of higher education institution

SP 7.1. Teachers providing profile courses within a study programme demonstrate outcome of their research/technological development/artistic activities in the relevant field(s) of study in which the study programme is delivered at the required level, depending on its degree:

- a)** at least at *internationally significant level* in the case of a third-degree programme;
- b)** at least at *internationally recognized level*, in the case of a second-degree programme or a programme combining the first and second degree;

The ID of the procedure:

c) at least at *nationally recognized level* in the case of a first-degree.

Self-assessment of compliance	References to evidence
SP 7.1.1. Teachers responsible for the core courses of the study programme demonstrate creative outputs in the relevant field(s) of study in which the study programme is delivered, at a significant international level, in the case of a third-cycle study programme, separately for each study programme, in accordance with the Methodology for the Evaluation of Creative Activities, as defined in Part V of that methodology. Teachers responsible for the core courses of the study programme demonstrate regular and verifiable creative activity in the relevant field of study. The results of this activity reach a level recognized at least at the national level, in line with the Methodology for the Evaluation of Creative Activities (Part V). Faculty members publish in domestic scientific and professional journals, present at scientific conferences, and participate in national grant projects. Some of them are also involved in international research projects and expert discussions, which enhances the domestic base of the programme in terms of quality. The outcomes of their creative activity are reflected in the content and updates of the core courses. As a result, students are guided to address topics that reflect current trends in the field and adopt the methods that their teachers apply in their own scholarly work. SP 7.1.2. Teachers responsible for the core courses of the study programme demonstrate creative outputs in the relevant field(s) of study in which the study programme is delivered, at least at an internationally recognized level, in the case of a second-cycle study programme or a joint first- and second-cycle study programme, separately for each study programme, in accordance with the Methodology for the Evaluation of Creative Activities, as defined in Part V of that methodology. Does not apply to the given study programme. SP 7.1.3. Teachers responsible for the core courses of the study programme demonstrate creative outputs in the relevant field(s) of study in which the study programme is delivered, at least at a nationally recognized level, in the case of a first-cycle study programme, separately for each study programme, in accordance with the Methodology for the Evaluation of Creative Activities, as defined in Part V of that methodology.	Records of Teachers' Professional and Pedagogical Activities (as part of the submitted documentation)

SP 7.2. The institution's outcomes of research/artistic/other activities is demonstrated through the most important outcomes of the teachers in charge of the profile courses of the study programme.

SP 7.3. In case the institution delivers several study programmes in a given field of study, it demonstrates the outcome of their research/artistic/other activities according to Art.7 (1 to2) of the Study Programme Standards, separately for each study programme, except for concurrence with cases under Art. 7 (3).

Self-assessment of compliance	References to evidence

SP 7.4. In case the institution delivers several study programmes in a given field of study at different addresses, it ensures the demonstration of the outcomes of their research/artistic/other activities for each address separately.

Self-assessment of compliance	References to evidence
SP 7.4.1. If a higher education institution delivers multiple study programmes in the relevant field of study at multiple locations, it must ensure the demonstration of creative outputs separately for each location. The demonstration of creative outputs is ensured separately for each location in which the faculty delivers its study programmes, as each unit implements study programmes that are supported by distinct teaching personnel. The given study programme will be delivered exclusively at a single location, namely at the seat of the Faculty of Education.	

SP 7.5. In case of a third-degree study programme delivery, the institution demonstrates long-term continuous research or artistic activity in the field of the study programme. The workplace has to show the existence of long-term and continuous success in receiving financial grants for research or artistic projects, and the existence of follow-up or new projects from domestic and international grant schemes or other sources.

Self-assessment of compliance	References to evidence
SP 7.5.1. For the implementation of a third-cycle study programme, the higher education institution demonstrates long-term and continuous research or artistic activity in the subject matter of the study programme (substitution possible by criterion SP 7.6.1). The Department of Physical Education and Sports demonstrates long-term and continuous research activity in the subject matter of the study programme. SP 7.5.2. The unit achieves long-term and continuous success in obtaining financial support for the relevant research or artistic activity and in maintaining ongoing or new research/artistic	Assessment of Departmental Publication and Project Activities (included in the submitted documentation)

The ID of the procedure:

projects from domestic and international grant schemes and other competitive sources (substitution possible by criterion SP 7.6.1). The Department of Physical Education and Sports achieves long-term and continuous success in obtaining financial support for the relevant research.	
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SP 7.6. The compliance with the requirement according to Art.7 (5) of the Study Programme Standards may be replaced by the institution undergoing a periodic review of research, artistic, and other activities in each field of research every six years, and if it has been, on the grounds of the latest assessment, granted to use the label "research university."

Self-assessment of compliance

References to evidence

SP 7.6.1. The higher education institution has undergone periodic evaluation of its research, development, artistic, and other creative activities in individual research areas once every six years, and based on the results of the most recent evaluation, it has been granted authorisation. This requirement is demonstrated under standards SP 7.5.1 and SP 7.5.2.	
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VII. Self-assessment of Standard 8 – Learning resources and student support

SP 8.1. The institution has sufficient spatial, material, technical, and information resources for the study programme which ensure the achievement of learning objectives and learning outcomes. These include: lecture halls, classrooms, study rooms, laboratories, and laboratory equipment and other necessary equipment, technical facilities and equipment, studios, workshops, design and art studios, interpreting booths, clinics, priests' seminars, science and technology parks, technology incubators, school enterprises, practice centres, training schools, training classrooms, sports halls, swimming pools, sports grounds, libraries, access to study literature, information databases and other information sources, information technology, external services, and their corresponding funding.

Self-assessment of compliance

References to evidence

SP 8.1.1. Sufficient spatial, material, and technical resources for the study programme are ensured to guarantee the achievement of the defined objectives and learning outcomes. The sufficient spatial, material, and technical resources of the study programme, which guarantee the achievement of the defined objectives and learning outcomes, are demonstrated in the Description of the Study Programme – section 7. SP 8.1.2. Sufficient information resources for the study programme are ensured to guarantee the achievement of the defined objectives and learning outcomes. The sufficient information resources of the study programme, which guarantee the achievement of the defined objectives and learning outcomes, are demonstrated in the Description of the Study Programme – section 7. SP 8.1.3. Appropriate funding is provided for the spatial, material, technical, and information resources of the study programme. The basic source of funding for the Faculty of Education is a subsidy from the state budget, which is allocated to individual faculties based on the approved distribution of subsidies by the Academic Senate of the Catholic University and the University Board for the respective calendar year. Additional financial resources of the Faculty of Education consist of external sources, which include: a) tuition fees and other study-related fees, as prescribed by the Rector's Directive for the given academic year, b) fees for lifelong learning – prescribed according to the Lifelong Learning Centre's Directive, c) income from entrepreneurial activities, d) other sources (projects, grants). Through a combination of all these financial sources, the Faculty of Education ensures comprehensive provision for all study programmes.	Description of the Study Programme – Section 7: Spatial, Material, and Technical Provision of the Study Programme and Support Budget of CU Annual Report of CU
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SP 8.2. In case educational activities are provided by distance or combined methods, the institution has systems for the management of course content and the management of such education; students are guaranteed access to the course content and other study materials.

Self-assessment of compliance

References to evidence

SP 8.2.1. In the case that educational activities are provided by distance or blended learning methods, systems for course content management and learning management are ensured, and students are guaranteed access to course content and other study materials. Within the study programme, prerequisites are in place for the use of the most modern information and communication technologies: 1/ E-learning is available to students and teachers at: https://moodle.pf.ku.sk/. E-learning enables significant improvements in the efficiency of teaching, providing students with access to a wide range of resources anytime and from any location. It helps to reduce	https://moodle.pf.ku.sk/
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The ID of the procedure:

barriers to education for students with disabilities. At the Faculty of Education, the e-learning system is built using Moodle. Teachers can create and students can use the following within e-learning for each subject: • Instruction organized by weekly teaching units or thematic blocks, • Study materials presented in various file formats (ppt, pdf, doc, html, xls), • Various types of tests and automatic evaluation to verify student knowledge, • Communication tools such as email, chat, and discussion forums for interaction between students and teachers. 2/ Microsoft Office 365 – students and teachers have free access to both the online and offline versions of the Microsoft Office 365 suite. They log in with their university credentials. The system can be used in the online version, offering full access to all programs and tools with automatic cloud backup, or in the offline version installed on a personal computer. The MS Teams communication platform, part of Microsoft Office 365, was implemented to meet the need for synchronous video-based teaching, since Moodle is primarily oriented towards asynchronous learning. Although third-party video conferencing systems could be used, they are not robust or reliable enough for the demanding academic environment. MS Teams videoconferencing is used in fully remote teaching during: • the explanatory phase (for presenting content), • the examination phase (for testing), • and for individual student consultations. Other aspects of distance learning (time management, grading, tracking of student outputs) are handled through the Moodle system. Teachers and students can use MS Teams in each course: • For online teaching via webcam and microphone, which enables personal teacher-student contact, • For presenting study materials in various formats (ppt, pdf, doc, html, xls), • For interactive whiteboard use during online teaching – the teacher writes on the board and students can view the content in real time, • For recording lectures offline and sharing them later, • For creating and automatically evaluating quizzes using Microsoft Forms. In the case of distance or blended learning, students are guaranteed access to course content and study materials through the Moodle system. Moodle is accessible via a banner (on the right side) of the main website of the Faculty of Education or directly at: https://moodle.pf.ku.sk. At the beginning of their studies, students receive authentication credentials for all key university systems (AIS, Moodle, Email, Meal system, etc.). After logging into Moodle, students have access to educational courses corresponding to the subjects taught, categorized by departments. To access and enrol in a specific course, students require a password provided by the teacher at the beginning of the semester. This ensures that each student is enrolled in the currently taught course and has all the necessary information to successfully complete the subject.	https://moodle.pf.ku.sk/
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SP 8.3. The institution has professional support staff whose competencies and numbers meet the needs of students and teachers and which are related to learning objectives and learning outcomes.

Self-assessment of compliance

SP 8.3.1 Sufficient support staff is ensured, whose competence and number correspond to the needs of students and teachers of the study programme in relation to the educational objectives and learning outcomes.

The support staff responsible for tutoring, counselling, administrative, and other supportive services and related activities are competent and sufficient in number to meet the needs of students and teachers. Students and teachers can turn to the respective staff members who operate the various departments and offices at the Faculty of Education of Catholic University (PF KU), including:

- the Office for Education and Training,
- the Office for Science and Art,
- the Office for International Relations and PR,
- the Office for Quality and Accreditation,
- the Study and Publishing Department.

A list of employees of the respective departments and offices is available on the website of PF KU under the section About the Faculty – Dean's Office.

If students require counselling or tutoring services, they can contact the **study advisors of PF KU** and the **Counselling Centre of Catholic University (KU)**.

References to evidence

Dean's Office | Faculty of Education | Catholic University in Ružomberok
[Dekanát | Fakulta | Pedagogická fakulta Katolíckej univerzity v Ružomberku](#)

Advisory Team | Counselling Centre | Catholic University in Ružomberok
[Poradenský tím | Poradenské centrum | Katolícka univerzita v Ružomberku](#)

The ID of the procedure:

SP 8.4. The institution maintains binding partnerships that enable relevant stakeholders to participate in a quality assurance, delivery and development of the study programme.

Self-assessment of compliance	References to evidence
SP 8.4.1 Binding partnerships are maintained that enable the participation of relevant stakeholders in the quality assurance, implementation, and development of the study programme. Within the implementation of the relevant study programme, binding partnerships are maintained, ensuring the successful delivery and development of the study programme. Through cooperation with the Slovak Floorball Association, the Slovak Volleyball Federation, the Slovak Athletics Federation, and the Slovak Table Tennis Federation, referee training is provided for students, qualifying them as referees for the respective sports associations. Additional partners such as Ski Park Ružomberok, the City Football Club, the City Basketball Club, the Swimming Pool, and the Ice Rink contribute to the implementation of the study programme by offering long-term advantageous rentals of sports facilities necessary for delivering high-quality teaching. Significant support is also provided by the municipality of Ružomberok, which actively seeks to participate in the development of sports facilities and infrastructure essential for teaching. The city allocates financial resources from the municipal budget to support physical education activities, particularly for children and youth, but also for adults and sports clubs. Other stakeholders include primary and secondary schools where scientific activities are conducted to collect data for research with practical applications	Agreements with Partners Confirmations from Partner Institutions on the Implementation of Professional Internships Agreements on Joint Supervision of Final Theses Involvement of Partners in Teaching (Lectures by Experts from Practice)

SP 8.5. The institution has sufficient teaching staff, spatial, material, technical and information resources for the study programme, separately for each address at which the study programme or part thereof is to be delivered, and in proportion to the learning objectives and outcomes of a given part of the programme.

Self-assessment of compliance	References to evidence
SP 8.5.1 The higher education institution ensures sufficient personnel, spatial, material, technical, and information resources for the study programme separately for each site where the study programme or its part is to be implemented, in accordance with the objectives and learning outcomes of the respective part of the study programme. The relevant study programme will be implemented at the main site of the Catholic University, Hrabovská cesta 1A, 034 01 Ružomberok, and the sufficiency of personnel, spatial, material, technical, and information resources is demonstrated in the Description of the Study Programme – sections 6 and 7.	Description of the Study Programme – Section 6: Staffing of the Study Programme

SP 8.6. The institution responds effectively to the diversity of students' needs and interests. It provides students with support for a successful study progression and with a career guidance.

Self-assessment of compliance	References to evidence
The higher education institution systematically responds to the diverse needs and interests of students in the study programme. Student support is provided on multiple levels: academic support, personal and social support, and career counselling. Teachers of the programme actively communicate with students and strive to respond flexibly to their individual needs. As a result, students are provided with an environment that supports their successful academic progress while also preparing them for professional employment in the field. The Counselling Centre of the Catholic University offers its students social and legal counselling, through which students can become acquainted with their rights and obligations, seek advice regarding their social and financial situations, and, depending on the specific adverse social situation, be referred to legal advice and relevant contacts. Career counselling services include career diagnostics for education, professional preparation, client career development, counselling focused on supporting and developing key competencies necessary for employment and career management, counselling for those interested in education, assistance in the job application process, and more. In addition to the above-mentioned services, the Counselling Centre also offers: • Psychological counselling services • Services for students with special needs (e.g. with disabilities) • Support services for student-parents with children	Services of the Counselling Centre Counselling Centre Catholic University in Ružomberok Služby poradenského centra Poradenské centrum Katolícka univerzita v Ružomberku

SP 8.7. The institution provides students with appropriate social security, sport, cultural, spiritual and social activities during their studies.

Self-assessment of compliance	References to evidence
SP 8.7.1. Students of the study programme are provided with adequate social support during their studies. The Catholic University provides its students with accommodation and catering services. The university operates its own accommodation facilities – Student Dormitory C Block and Student	Accommodation Facilities Accommodation Catholic University in Ružomberok

The ID of the procedure:

Dormitory Ruža – as well as contracted facilities – Trio, Vojtaššák, and NOVA Accommodation. The terms for assigning accommodation and students' rights and responsibilities related to the dormitories are governed by individual accommodation regulations, available on the KU website under the section Services for Students – Accommodation. The provision of accommodation depends on the capacity of the university's housing facilities. Catering for students is provided through three dining facilities they can choose from: - Dining Room of the Faculty of Education, Hrabovská cesta 1, Ružomberok - Hotel Áčko, Hrabovská cesta 34, Ružomberok - School Canteen, Námestie A. Hlinku 62, Ružomberok All information regarding meal orders, credit top-ups, and pricing is available on the KU website under the section Services for Students – Catering. Students in adverse financial or social situations can apply for social scholarships. The awarding of these scholarships is governed by Decree No. 102/2006 Coll. on the granting of social scholarships to university students. Information on how to apply and the necessary documentation is available on the KU website under the section Services for Students – Social Scholarships.	Dining Options Catering Catholic University in Ružomberok Ubytovacie zariadenia Ubytovanie Katolícka univerzita v Ružomberku Možnosti stravovania Stravovanie Katolícka univerzita v Ružomberku Social Scholarships Scholarships and Loans Catholic University in Ružomberok Sociálne štipendiá Štipendiá a pôžičky Katolícka univerzita v Ružomberku
SP 8.7.2. Students of the study programme are provided with adequate opportunities for sports, cultural, spiritual, and social engagement during their studies. The Catholic University in Ružomberok offers its students and alumni a variety of services, including: - Participation in spiritual, cultural, and sports activities through the University Pastoral Centre - Involvement in the university's media: TV Unica, Radio Pulz, and the student magazine Zumag - Students with singing talent may join the Benedictus Choir - The KU Counselling Centre provides services such as psychological counselling, career counselling, social and legal advice, and support for students with special needs - The KU Collegium offers a year-long residential formation programme In cooperation with the John Vojtaššák University Pastoral Centre, the university creates a supportive environment for the balanced development of students. In the social sphere, students are encouraged to take part in charitable projects run by Slovak Catholic Charity and other foundations, as well as in regular blood donation. The sports area is enriched with regular sports evenings, tournaments, and opportunities for year-round hiking. Students have access to KU sports facilities that enable them to engage in various physical activities. In the cultural area, the university offers theatre performances and concerts. The spiritual dimension is developed through: Holy Mass celebrations, adorations, spiritual conversations, and confessions Lectures, discussions, and small community groups Pilgrimages, spiritual retreats, courses, and participation in spiritual events at both the national and international levels At the Faculty of Education, students have access to the Chapel of St. Albert the Great. Social events are offered through full-evening entertainment programmes such as Beánia and Sedliacka Veselica.	Leisure Activities at the University Student Life Catholic University in Ružomberok Voľnočasové aktivity na univerzite Študentský život Katolícka univerzita v Ružomberku https://upac.sk/
SP 8.8. Students are granted support and access to domestic and foreign mobility, and to internships. <i>Self-assessment of compliance</i> Rules and Conditions for Student Participation in International Mobilities and Internships The rules and conditions for student participation in international mobilities and internships are governed by the Rector's Directive on the Implementation of Mobilities within the Erasmus+ Programme. The call for applications for student mobility within the Erasmus+ Programme is published well in advance on the KU website, under the section International Relations, including detailed conditions for student participation. A student who wishes to undertake a study stay or internship within Erasmus+ must, within the deadline, submit the following documents to the International Relations Office: - application form - motivation letter - structured CV - reference letter - transcript of records from all completed semesters at the current level of study - intent letter (in the case of an internship)	<i>References to evidence</i> Rector's Directive on the Implementation of Mobilities under the Erasmus+ Programme Smernica rektora o realizácii mobilit v rámci programu Erasmus+. Partner Universities and Institutions International Cooperation Catholic University in Ružomberok Partnerské univerzity a organizácie Medzinárodná spolupráca Katolícka univerzita v Ružomberku

The ID of the procedure:

Based on the submitted documents and eligibility criteria for international study, applicants' qualifications will be assessed in a selection procedure. The list of partner universities is available on the KU website in the section International Relations – Partner Universities. In addition to Erasmus+, students and teachers can also participate in the following mobility programmes: • CEEPUS – short-term mobility lasting several days within academic networks. Networks involving the Faculty of Education of KU can be found here: http://eu.pf.ku.sk/en/academics/international-relations/ceepus/	
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SP 8.9. The institution provides individualized support and suitable conditions for special needs students.

Self-assessment of compliance	References to evidence
SP 8.9.1. The higher education institution provides individualized support and creates suitable conditions for students of the study programme with specific needs. Catholic University provides support services for applicants and students with specific needs through the Counselling Centre of KU, which offers a professional approach tailored to applicants and students with specific needs. The Counselling Centre is part of the Rectorate of KU, located in the University Library, and operates at the university-wide level. The university coordinator for students with specific needs works within the Counselling Centre. The mission of the Centre includes informational, counselling, organizational, coordination, and management activities aimed at: • creating an accessible academic environment, • objectively assessing the specific needs of students, • and establishing adequate conditions for students with specific needs without lowering the academic requirements for their performance. The rules for supporting students with specific needs are further defined in the Rector's Directive on Supporting Applicants with Specific Needs.	Counselling Centre of CU: Poradenské centrum Študent Katolícka univerzita v Ružomberku Services for Students with Special Needs (with Disabilities) Služby študentom so špecifickými potrebami (so zdravotným znevýhodnením) Rector's Directive on Supporting Applicants and Students with Special Needs at CU Smernica rektora o podpore uchádzačov o štúdium a študentov so špecifickými potrebami na KU

SP 8.10. In professionally oriented study programmes, the programme has contractual partners in the form of organizations providing professional practice and practical training for students. These organizations have sufficient spatial, material, technological conditions, and staff so that the planned learning outcomes can be achieved.

Self-assessment of compliance	References to evidence
SP 8.10.1. In professionally oriented study programmes, the study programme has contractual partners in the form of organizations that provide professional practice and practical teaching of students. These organizations must have sufficient spatial, material, technological, and personnel resources to ensure the achievement of the planned learning outcomes. Does not apply to the relevant study programme.	

VIII. Self-assessment of the Standard 9 – Information management

SP 9.1. The institution collects, analyzes, and makes use of relevant information for the effective management of their programmes and other activities.

Self-assessment of compliance	References to evidence
The higher education institution systematically collects and analyses relevant information that serves for the effective management of the study programme and related activities. The main sources of information include: • feedback from students through regular surveys and personal consultations, • evaluations from graduates and employers reflecting the employability of graduates in the labour market, • internal statistics on study success, course progression, and mobility, • results of the scientific and research activities of teachers, which influence the updating of course content. These data are analysed at the department, faculty, and university level and serve as a basis for decisions regarding the development and modification of the study programme. Specifically, they are used for syllabus adjustments, planning of staff assignments, setting up internships, and developing strategies for the further direction of the programme. Relevant information needed for the effective management of the study programme and other activities is specified in the directive Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok, subchapter 9.1.	Policies, Procedures, and Regulations of Study Programmes at CU Politiky, postupy a pravidlá ŠP na KU

The ID of the procedure:

<i>If this information is not sufficient for the needs of effective programme management, the programme guarantor, in cooperation with the faculty, may define additional relevant information to be recorded and evaluated.</i>	
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SP 9.2. Effective collection and analysis of information about study programmes and other activities play a role in the evaluation of the study programme, in its design or in its modification.

Self-assessment of compliance

The collected and analysed relevant information will be applied in the evaluation of the study programme and will subsequently feed into potential proposals for modifications of the study programme. This is an explicit requirement stated in the directive "Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok."

References to evidence

Policies, Procedures, and Regulations of Study Programmes at CU

[*Politiky, postupy a pravidlá ŠP na KU*](#)

SP 9.3. The following are monitored and assessed in a study programme: indicators of teaching and learning performance, applicants' and students' profiles, students' progression, success and drop-out rates, students' satisfaction, graduates' employability, opinions of students and employers, information about learning resources and support available to students.

Self-assessment of compliance

To monitor and improve the level of key parameters of the study programme, the faculty monitors and evaluates key indicators of the study programme, which cover the following areas:

a) Entry into education,

b) Education, including:

i. admission process, progress, and completion of studies,

ii. student-centred learning, teaching, and assessment,

iii. teachers,

iv. creative activity, habilitation, and inauguration procedures,

c) Exit from education.

The indicators for each of the above areas are defined in the directive Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok, Chapter 9.2.

References to evidence

Policies, Procedures, and Regulations of Study Programmes at CU

[*Politiky, postupy a pravidlá ŠP na KU*](#)

SP 9.4. Appropriate tools and methods are used to collect and process information on the study programme. Students, teachers, employers, and other stakeholders are involved in the collection, analysis, and in the follow-up measures in the study programme.

Self-assessment of compliance

SP 9.4.1. Appropriate tools and methods are used for the collection and processing of information about the study programme.

The faculty ensures the use of appropriate tools and methods for collecting and processing information necessary for the effective management of the study programme. These methods and tools are in place at least for all key indicators specified in Chapter 9.2 of the directive Policies, Procedures, and Rules for Study Programmes at the Catholic University in Ružomberok.

The required information is collected through questionnaire surveys. Basic data about the study programme and students is available in AIS2 KU, from which the required information is generated for the annual activity report for the given year.

Supplementary information not included in AIS2 KU is obtained via questionnaire surveys. These are evaluated annually and serve as feedback for the revision of the study programme.

Overall trends in the area are analysed based on data published on the website minedu.sk under the section Universities/Documents and Regulations.

SP 9.4.2. Students, teachers, employers, and other stakeholders of the study programme are involved in the collection, analysis, and follow-up actions based on the information.

Students, teachers, and stakeholders will be involved in the collection, analysis, evaluation of information about the study programme, as well as in the implementation of follow-up actions. Evidence of this involvement will be documented in the evaluation report.

Students, teachers, and other stakeholders also have the opportunity to provide feedback on each stage of the information collection and evaluation process.

References to evidence

Policies, Procedures, and Regulations of Study Programmes at CU

[*Politiky, postupy a pravidlá ŠP na KU*](#)

Annual Reports on the State of Higher Education

[*https://www.minedu.sk/vyrocné-spravy-o-stave-vysokeho-skolstva/*](https://www.minedu.sk/vyrocné-spravy-o-stave-vysokeho-skolstva/)

*Course Evaluation and Teaching Quality Survey
Student Satisfaction Survey – Services and Studies*

Policies, Procedures, and Regulations of Study Programmes at CU

[*Politiky, postupy a pravidlá ŠP na KU*](#)

IX. Self-assessment of Standard 10 – Public information

SP 10.1. Institutions provide readily accessible and clearly structured information about the study programme, mainly about their intended learning objectives and learning outcomes, requirements for applicants, selection criteria, recommended personality requirements, the level of the national qualifications framework, the field of study, the qualification they award, teaching and

The ID of the procedure:

learning rules, the programme's completion conditions, assessment procedures and criteria, programme resources, pass rates, learning opportunities available to students, information about jobs available to successful graduates and graduate's employability.

Self-assessment of compliance	References to evidence
<i>Basic information about the study programme is published on the faculty's website for the public. This includes information on the educational objectives and learning outcomes of the study programme, requirements for applicants, the selection process and recommended personal prerequisites, the level of the national qualifications framework, the field of study, and the academic degree awarded.</i> <i>For students, all relevant information is available in AIS2 KU, including teaching and learning rules, conditions for completing the study programme and its parts, procedures and assessment criteria, programme resources, student success rates, learning opportunities, potential occupations for successful graduates, graduate employability, and the quality assurance and improvement processes of the study programme.</i>	Faculty of Education, CU / Study and Education Faculty of Education / Applicants for Study PF KU / Štúdium a vzdelávanie PF / Uchádzači o štúdium

SP 10.2. This information is easily accessible students, their supporters, prospective students, graduates, other stakeholders, and to the public in all the languages in which the study programme is delivered. The form the information is available considers special needs applicants and students.

Self-assessment of compliance	References to evidence
SP 10.2.1. <i>Published information about the study programme is easily accessible to students, their supporters, prospective students, alumni, other stakeholders, and the general public in all languages in which the study programme is conducted.</i> <i>Information about all study programmes offered by the faculty is freely accessible to the public on the faculty's website.</i> SP 10.2.2. <i>The method of information accessibility also considers the needs of applicants and students with specific needs.</i> <i>Information for applicants and students with specific needs is defined in the Rector's Directive of KU on support and adaptation for applicants with specific needs. Students with specific needs are encouraged to contact the KU Counselling Centre (poradna@ku.sk) in order to receive qualified information about the demands and conditions of study. The KU website also provides contact information for the university coordinator for students with specific needs and the faculty coordinator for work with students with educational support needs.</i>	Faculty of Education, CU / Study and Education PF KU / Štúdium a vzdelávanie Student Counselling Centre Catholic University in Ružomberok Poradenké centrum Študent / Katolícka univerzita v Ružomberku Rector's Directive on Supporting Applicants and Students with Special Needs at CU Smernica rektora o podpore uchádzačov o štúdium a študentov so špecifickými potrebami na KU

X. Self-assessment of Standard 11 – Ongoing monitoring and periodic review of study programmes

SP 11.1. The institution regularly monitors, reviews, and appropriately modifies the study programme in order to comply with the Study Programme Standards so that the learning objectives and learning outcomes are in line with the needs of students, employers and other stakeholders, and in line with the latest knowledge in the field of study and the technological possibilities, so that the graduate level, by means of achieved learning outcomes, is in line with the required level of National Qualifications Framework and the stakeholders' expectations.

Self-assessment of compliance	References to evidence
SP 11.1.1. <i>The higher education institution continuously monitors, regularly evaluates, and adjusts the study programme to ensure its compliance with the Standards for Study Programmes.</i> SP 11.1.2. <i>The aim of continuous monitoring, regular evaluation, and adjustment of the study programme is to ensure its compliance with the Standards for Study Programmes, that the educational goals and learning outcomes achieved meet the needs of students, employers, and other stakeholders, reflect current knowledge and its applications, current technological possibilities, and that the graduate level — primarily through the achieved learning outcomes — corresponds to the required level of the qualification framework.</i> <i>The study programme will be monitored annually and regularly evaluated. This monitoring is primarily based on information obtained through processes SP-9 and SP-11.b. specified in the directive Policies, Procedures and Rules for Study Programmes at the Catholic University in Ružomberok. If the result of the evaluation requires it, the main responsible person for the study programme adjusts the programme in order to ensure the following:</i> <i>a) its compliance with the Standards for Study Programmes,</i> <i>b) alignment of achieved goals and learning outcomes with the needs of students, employers, and other stakeholders,</i> <i>c) alignment with current knowledge, its applications, and current technological possibilities,</i> <i>d) the level of graduates, especially through the learning outcomes achieved, is in line with the</i>	Politiky, postupy a pravidlá ŠP na KU Records of the Discussion of the Annual Monitoring and Evaluation Results of the Study Programme Evaluation Report of the Study Programme

The ID of the procedure:

required level of the qualification framework, e) continuous improvement of the study programme.	
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SP 11.2. The monitoring and reviewing of the study programme include obtaining relevant feedback from the programme stakeholders, who also participate in the preparation of the feedback methodology. Students have, at least once a year, the opportunity to comment on the quality of teaching and the teachers of the study programme in an anonymous questionnaire.

Self-assessment of compliance

SP 11.2.1. The monitoring and evaluation of the study programme includes the collection of relevant feedback from the programme's stakeholders. Stakeholders are also involved in the preparation of the methodology for obtaining and evaluating relevant feedback.

SP 11.2.2. Students have the opportunity, at least once a year, to express their opinions on the quality of teaching and on the teachers of the study programme through an anonymous questionnaire.

The faculty defines relevant stakeholders for collecting relevant feedback. Stakeholders may differ across various study programmes, but it is essential to place emphasis on both internal and external stakeholders.

After defining the stakeholders, the faculty must prepare an annual plan for feedback collection. This plan must include at minimum:

- a) a list of stakeholders for the specific study programme and their involvement in the preparation of the methodology for collecting and evaluating relevant feedback,
- b) a list of information to be collected from the respective stakeholders,
- c) the possibility for students to express their opinion at least once a year on the quality of teaching and on the teachers of the study programme through an anonymous questionnaire,
- d) a timeline for data collection and evaluation,
- e) the forms of data collection,
- f) the method of using the information,
- g) measures resulting from the evaluation of the feedback,
- h) the method of informing stakeholders about the results of the feedback evaluation and the measures taken or any planned or follow-up activities resulting from the evaluation of the study programme.

References to evidence

Feedback Collection Plan – Form
Questionnaire on Teaching Quality
Records of Feedback Collection
Evaluation Report of the Study
Programme

Policies, Procedures, and Regulations
of Study Programmes at CU
[Politiky, postupy a pravidlá ŠP na KU](#)

SP 11.3. The feedback results referred to in paragraph 2 are reflected in improvement measures. Students are guaranteed a role in the design of the measures.

Self-assessment of compliance

SP 11.3.1. The results of the feedback evaluation from relevant stakeholders are reflected in the adoption of improvement measures.

SP 11.3.2. When designing improvement measures based on feedback results, students are guaranteed participation.

The guarantor proposes improvement measures in connection with the results of the feedback collection from relevant stakeholders. During the development of these measures, the participation of students is ensured.

References to evidence

Evidence of Student Involvement in the Formulation of Measures
Departmental Meeting Minutes
Policies, Procedures, and Regulations
of Study Programmes at CU

[Politiky, postupy a pravidlá ŠP na KU](#)

SP 11.4. The feedback results and the measures taken, and any planned or follow-up activities resulting from the evaluation of the study programme should be discussed with the stakeholders and interested parties and are accessible to the public.

Self-assessment of compliance

SP 11.4.1. The results of the feedback evaluation and the adopted measures, as well as any planned or follow-up actions resulting from the evaluation of the study programme, are communicated to the relevant stakeholders.

SP 11.4.2. The results of the feedback evaluation and the adopted measures, as well as any planned or follow-up actions resulting from the evaluation of the study programme, are published.

The results of the feedback evaluation will be communicated to the stakeholders of the programme. After the implementation and evaluation of the questionnaire surveys, each department organises a meeting with representatives of employers and students, during which the survey results are communicated to them. Based on these results, possible improvement measures are proposed, which are reflected in the evaluation report of the study programme. The evaluations of study programmes are included in the Annual Reports of the departments, which are published on the website of the Faculty of Education.

References to evidence

Evidence of Communicating Feedback Results and Implemented Actions
Evidence of the Disclosure/Publication of Feedback Results

Policies, Procedures, and Regulations
of Study Programmes at CU
[Politiky, postupy a pravidlá ŠP na KU](#)

SP 11.5. The study programme is periodically approved in compliance with the formalized processes of the internal system at a period corresponding to its standard length of study.

Self-assessment of compliance

References to evidence

Internal Assessment Report of the Study Programme

Annex 1. OF THE APPLICATION FOR GRANTING THE ACCREDITATION OF THE STUDY PROGRAMME according to Sec. 30 of Act. no. 269/2018 Coll.

The ID of the procedure:

<i>The guarantor of the study programme, in cooperation with the faculty, shall request the periodic approval of the study programme within a period corresponding to the standard length of the study programme, in accordance with process SP-3 as defined by the directive Policies, Procedures and Rules for Study Programmes at the Catholic University in Ružomberok.</i>	<i>Request for Periodic Accreditation/Approval of the Study Programme</i> <i>Minutes/Documentation of the Study Programme Approval within the SP-3 Process</i> <i>Policies, Procedures, and Regulations of Study Programmes at CU</i> <u>Politiky, postupy a pravidlá ŠP na KU</u>
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