

Attachment No. 1 to Order No. 434/2020

Rules for conducting surveys at the Wrocław University of Environmental and Life Sciences

1. Students' assessment of classes includes all classes conducted in accordance with the study programme of the first-, second-, long-cycle studies, PhD studies and postgraduate studies.
2. The survey for the first-, second- and long-cycle students is carried out in the USOSweb system.
3. The first-, second- and long-cycle students assess classes and teachers in the USOSweb system by filling in questionnaires.
 - 3.1. The University Survey Team is responsible for organizing the assessment of classes by students; the Team is appointed for the academic year by the Vice-Rector for Student Affairs and Education at the request of the RC for EQA chairman. The University Survey Team consists of administrative and technical employees as well as students.
 - 3.2. Assessment of all university teachers conducting classes is carried out twice a year (an academic year), after the end of the winter and the summer semester, within a deadline specified by the Vice-Rector for Student Affairs. The process lasts 10 calendar days.
 - 3.3. The questionnaire results conducted in the first-, second- and long-cycle studies are made available to teachers and students on their individual USOSweb accounts.
 - 3.4. The questionnaire results are developed once a year (an academic year) based on reports generated from the USOS system by administrative and technical employees – members of the University Survey Team.
 - 3.5. Reports on questionnaires and the percentage of completed questionnaires are forwarded to the dean of the faculty and the Chairman of the Faculty Committee of Education Quality Assurance in the form of collective Excel spreadsheets, separately for each field of study.
 - 3.6. The results containing a teacher's average grade in the form of a collective Excel spreadsheet and comments in the form of a pdf file are provided to the dean of faculty (for faculty employees) and to the Vice-Rector for Student Affairs (for employees of university units).
 - 3.7. The dean, in agreement with the Student Representatives Council, sets an additional day off from classes if all questionnaires for a given semester are completed by at least 40% of students in each field of study.

4. The first-, second- and long-cycle students also assess the work of the dean's office, access to information, its topicality, and the University infrastructure.
 - 4.1. The questionnaire is carried out in the Ankieter system once a year, from February to September.
 - 4.2. The results of questionnaires conducted in the Ankieter system are compiled by administrative and technical employees who are members of the University Survey Team and provided to the FC for EQA Chairmen in the form of a collective Excel spreadsheet for each field of study.
 - 4.3. The University Survey Team is responsible for arranging the questionnaire.
5. Graduates of each field of study express their opinion on the organization and conditions of studying and their learning outcomes by filling in a graduate's questionnaire.
 - 5.1. The faculty dean is responsible for conducting the graduate questionnaire.
 - 5.2. The graduate's questionnaire is conducted in the Ankieter system.
 - 5.3. The graduate's questionnaire carried out in the Ankieter system is available from February to September.
 - 5.4. The results are compiled by administrative and technical employees – members of the University Survey Team and provided to the FC for EQA Chairmen in the form of collective Excel spreadsheets, separately for each field of study.
6. An internship supervisor is responsible for organizing an internship questionnaire. An opinion given by an entity offering internship is attached to internship-related documentation and is kept in a student's personal file. An internship supervisor in a given field of study drafts a report based on an analysis of opinions given by entities offering internship in accordance with a template provided in Attachment No. 2.
7. The heads of PhD and postgraduate studies are responsible for conducting questionnaires and drafting reports, in accordance with a template provided in Attachment No. 3.
8. The questionnaires' content and the respondents' comments are kept confidential. Their purpose is to improve the quality of education and they are used in periodic assessment of university teachers. The University ensures that the above-mentioned documents will remain anonymous and at the same time it reserves an exclusive right to remove any content that could unlawfully violate personal rights of university teachers or lead to the disclosure – also unintentionally – of the respondents' identity.
9. The results of questionnaires can be viewed by the dean, head or director of an organizational unit, head of a university unit and people authorized by the Vice-Rector for Student Affairs and Education.
10. The dean shall publish a faculty report on the faculty website within 30 days of its receipt. Once the survey is completed in a given academic year, in each faculty and

jointly in all university units, the best university teacher is chosen from among all teachers conducting classes, provided that more than 30% of questionnaires concerning such teachers were filled in.

11. If classes are negatively assessed by students, the dean orders class inspection.
12. Templates of questionnaires used in the University Education Quality Assurance System are provided below.

12.1 Assessment of classes and teachers at the first-, second- and long-cycle studies (questionnaire).

No.	Question	Answers	Comment
REPORT ON ATTENDANCE AT LECTURES			
1.	I attended lectures:	<input type="checkbox"/> very rarely or not at all <input type="checkbox"/> from time to time, irregularly <input type="checkbox"/> always or almost always	Generating an average response under the name: ATTENDANCE
REPORT ON THE NUMBER OF HOURS OF STUDENT'S OWN WORK			
2.	Estimate the total number of hours of your own work (excluding the time spent with an academic teacher) performed during the entire semester/academic year and necessary to get credits for the course.	<input type="checkbox"/> <25 <input type="checkbox"/> 26 - 50 <input type="checkbox"/> 51 - 75 <input type="checkbox"/> 76 - 100 <input type="checkbox"/> >100	Generating an average response under the name: STUDENT'S OWN WORK
REPORT ON CLASSES ASSESSMENT			
3.	How was the classroom/lecture room and its equipment adjusted to classes?	[5] – very good (very well)	Generating an average response under the name: CLASSES ASSESSMENT
4.	To what extent was the group size suitable to conduct classes? (<i>does not apply to lectures</i>)	[4] – good (well) [3] – adequate(ly)	
5.	To what extent was the content provided by the teacher up-to-date and modern in your opinion?	[2] – less than adequate(ly) [1] – poor(ly)	
REPORT ON TEACHER'S ASSESSMENT			
6.	The way and ability to share knowledge, teacher's communication skills.	[5] – very good [4] – good [3] – adequate [2] – less than adequate [1] – poor	Generating an average response under the name: TEACHER'S ASSESSMENT
7.	The teacher's reliability: punctuality, commitment, openness to students.		
8.	Propriety (conversational skills, i.e. ability to communicate remotely, the time and form of answering questions, offering help and helping).		
9.	To what extent did the teacher assess the students in accordance with previously established rules (did he/she re-establish them? Did he/she follow them while giving credits or conducting an exam?)		
COMMENT			

12.2 Assessment of a teacher at the first-, second- and long-cycle studies and classes conducted with the use of methods and techniques for distance learning (questionnaire).

No.	Question	Answers	Comment
1.	I had classes with this teacher.	Yes/No	If your answer is “yes”, please continue filling in the questionnaire; in such a case the answers are included in the average.
2.	Classes were held synchronously (in real time, with direct participation of s teacher).	Yes/No	
REPORT ON THE NUMBER OF HOURS OF STUDENT’S OWN WOR			
3.	Estimate the total number of hours of your own work (excluding the time spent with an academic teacher) during the entire semester/academic year needed to get credits for the course.	<input type="checkbox"/> <25 <input type="checkbox"/> 26 - 50 <input type="checkbox"/> 51 - 75 <input type="checkbox"/> 76 - 100 <input type="checkbox"/> >100	Generating an average response under the name: STUDENT’S OWN WORK
REPORT ON ASSESSMENT OF ON-LINE CLASSES			
4.	What do you think about the teacher’s expert assistance provided outside the classroom, during the distance learning?	[5] – excellent [4] – good [3] – adequate [2] – less than adequate [1] – poor	Generating an average response under the name: ON-LINE CLASSES ASSESSMENT
5.	What do you think about on-line classes conducted by the teacher (have the classes been conducted in a way that is: inspiring, engaging, very interesting, interesting, typical, boring)?		
REPORT ON TEACHER’S ASSESSMENT			
6.	The way and ability to share knowledge, teacher’s communication skills.	[5] – very good [4] – good [3] – adequate [2] – less than adequately [1] – poor	Generating an average response under the name: TEACHER’S ASSESSMENT
7.	The teacher’s reliability: punctuality, commitment, openness to students.		
8.	Propriety (conversational skills, i.e. ability to communicate remotely, the time and form of answering questions, offering help and helping).		
9.	To what extent did the teacher assess the students in accordance with previously established rules (did he/she re-establish them? Did he/she follow them while giving credits or conducting an exam?).		
REPORT ON TEACHING MATERIALS COMPILATION			
10.	What do you think about the quality of material provided by the teacher (legibility, technical preparation, ease of use)?	[5] – excellent [4] – good [3] – adequate [2] – less than adequate	

		[1] – poor	
REPORT ON THE NUMBER OF ASSIGNMENTS			
11.	Do you think the number of assignments to do at home was:	[3] – excessive [2] – right [1] – not enough	
COMMENT			

12.3 Assessment of a dean's office operation, access to information and its topicality as well as the University infrastructure (questionnaire).

Item No.	Questions	Answers
1.	Field of study*	[] – choose from the list
DEAN'S OFFICE		
2.	What do you think about the friendliness and communication skills of the dean's office staff?*	[5] – very good [4] – good
3.	What do you think about the efficiency of dealing with matters in the dean's office?*	[3] – adequate [2] – less than adequate
4.	What do you think about the reliability of information provided by the dean's office?*	[1] – poor [] – hard to say
5.	How, in your opinion, can the quality of student service in the dean's office be improved?	Open question
INFRASTRUCTURE		
6.	What do you think about the sanitary conditions at the University?*	[5] – very good [4] – good
7.	What do you think about the access to rest areas and social facilities at the university?*	[3] – adequate [2] – less than adequate
8.	What do you think about assess the Internet access at the University?*	[1] – poor [] – hard to say
9.	I stayed in a hall of residents:*	[] – Yes [] – No
10.	The name of hall of residents:	
	What do you think about the housing conditions in the hall of residents?*	[5] – very good [4] – good [3] – adequate [2] – less than adequate [1] – poor
		Comment
ACCESS TO INFORMATION AND ITS TOPICALITY		
11.	What do you think about access to information on the faculty/University website?*	[5] – very good [4] – good
12.	What do you think about the topicality of information available on the faculty / University website?*	[3] – adequate [2] – less than adequate
13.	What do you think about other forms of providing information?*	[1] – poor [] – I have not used it
14.	How, in your opinion, can the quality of information provided by the university be improved?	Open question

* - obligatory question

12.1. Graduate's questionnaire

Please answer the questions by circling an appropriate number according to the scale:

- [5] – excellent
- [4] – above average
- [3] – average
- [2] – below average
- [1] – very poor

GRADUATE'S SURVEY

1. To what extent have your expectations regarding your field of study been fulfilled?
5 4 3 2 1
2. In your opinion, was the curriculum structure proper?
5 4 3 2 1
3. What do you think about the information flow for students at the University?
5 4 3 2 1
4. What do you think about the attitude and approach of teachers towards students?
5 4 3 2 1
5. What do you think about student service in the dean's office?
5 4 3 2 1
6. What do you think about commitment of your dissertation supervisor?
5 4 3 2 1
7. To what extent was the time provided for in the study programme to write a dissertation sufficient?
5 4 3 2 1
8. Was the number of hours of practical classes sufficient?
5 4 3 2 1
9. Was the number of internship hours sufficient?
5 4 3 2 1
10. What do you think about the university library resources in your field of study?
5 4 3 2 1
11. What do you think about the infrastructure and equipment of the University?
5 4 3 2 1
12. What do you think about the student benefit system?
5 4 3 2 1
13. What do you think about the conditions at the University for cultural, sports and intellectual development?
5 4 3 2 1

12.5 The opinion given by an entity offering internship

OPINION GIVEN BY AN ENTITY OFFERING INTERNSHIP

COMPANY NAME:

On a scale from 1 to 5 (where: 1 - unsatisfactory; 2 - poor; 3 - rather satisfactory; 4 - satisfactory; 5 - very satisfactory), please give points to the student serving internship in your company.

If the question is not related to your company, please do not provide an answer.

Student's attitude during the internship	Grade				
1. Diligence	1	2	3	4	5
2. Responsibility for entrusted tasks	1	2	3	4	5
3. Willingness to expand practical knowledge	1	2	3	4	5
4. Independence	1	2	3	4	5
5. Communication skills	1	2	3	4	5
Student's competence in the field of knowledge and skills					
1. Level of student's preparation to internship	1	2	3	4	5
2. Ability to use theoretical knowledge acquired during classes at the University	1	2	3	4	5
3. Knowledge of legal provisions in a given field	1	2	3	4	5
4. Ability to work individually	1	2	3	4	5
5. Ability to work in a team	1	2	3	4	5
6. Ability to work analytically	1	2	3	4	5
7. Ability to apply the equipment and devices used in a given field	1	2	3	4	5
8. Ability to keep records	1	2	3	4	5
General evaluation of student internship					
1. Duration of internship	1	2	3	4	5
2. Contact and cooperation with the internship tutor	1	2	3	4	5
3. Do you want to continue cooperation with the Wrocław University of Environmental and Life Sciences as regards internship?	YES		NO		
4. Are you interested in being a member of the university commission that develops new study programmes?	YES		NO		

In order to prepare students to act on the labour market, please let us know where students show the greatest shortcomings:

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Other comments about the intern or the course of the internship:

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Date and signature of an entity offering internship

12.6 Assessment of classes and teachers conducting classes in PhD studies

Teacher's full name:

Name of the subject:

Form of classes (lecture, exercises, seminar, etc.):

Please answer the questions by putting an **X** in the appropriate box according to the scale:

1 – poorly **2** – below average **3** – adequately **4** – above average **5** – excellent

Item No.	Question	Grade				
		1	2	3	4	5
1.	Did the classes help you broaden general knowledge allowing you to better understand your discipline?					
2.	Did the classes allow you to develop practical skills in the field of editing scientific papers, presenting reports (it mainly applies to seminars)?					
3.	Were the conditions of conducting classes favourable (date, room equipment)?					
4.	Were the criteria for getting credits clear, generally available and respected by the teacher?					
5.	Did the teacher provide the course content in a communicative and understandable way?					
6.	Did the teacher offer individual assistance in the form of consultations?					
7.	Did the teacher enable active participation in the classes (he/she initiated discussions, allowed students to express their own opinion)?					
8.	Did the teacher have the right attitude towards students (punctuality, reliability, propriety)?					

12.7 PhD graduate's questionnaire

Faculty:

Please answer the questions by putting an **X** in the appropriate box according to the scale:

3 – very good/definitely yes, 2 – fair/adequate, 1 – poor/definitely not

The survey is anonymous and will help to improve the quality of PhD education.

1. What do you think about information available on the University and faculty websites on PhD studies (is it accessible and comprehensive)?

3	2	1

2. What do think about the transparency of PhD studies enrolment criteria?

3	2	1

3. Were the rules of PhD studies (regarding getting credits, taking exams, registering and conferring procedure for a doctoral degree etc.) clearly presented to you at the beginning of your studies?

3	2	1

4. Did you inspect classes (as an observer) that you later conducted with students?

yes no

5. What do think about the assistance of more experienced research workers and university teachers in preparing for classes?

3	2	1

6. Did you have permanent access to a computer and your own workstation, including a desk?

yes no

7. What do think about the number of optional subjects offered to you?

3	2	1

8. What do think about the PhD learning programme?

3	2	1

9. What do think about support received from an organizational unit or the University during PhD studies ?

Type of support	3	2	1
financial support for research work			
assistance in obtaining a grant / scholarship for research			
creating opportunities to publish papers			
availability of literature needed to write a PhD dissertation in the university library			

10. Based on your current knowledge of PhD studies at the Wrocław University of Environmental and Life Sciences, would you decide to take them up again?

3	2	1

11. What do think about administrative service provided to PhD students in the dean's office?

3	2	1

12. What do think about your supervisor's commitment?

3	2	1

12.8 Assessment of postgraduate education

Please answer the questions by putting an X in the appropriate box. The questionnaire is anonymous and will help to improve the quality of postgraduate education.

Name of studies

1. Are you satisfied with the study programme?

yes	no	I don't know

2. What do you think about the level of classes?

it is high	it is average	it is low

3. In your opinion, is the content covered by the postgraduate study programme current and new?

yes	no	only some

4. Were the students able to propose changes to the study programme?

yes	no	I was not informed about this possibility

5. What do you think about the usefulness of teaching materials received during your studies?

they are useful	they are average	they are poor

6. What do you think about the teaching methods used?

they are useful	they are average	they are poor

7. In your opinion, the method of communication between the head of studies and the students is:

good	adequate	poor

8. To what extent did postgraduate studies meet your expectations?

to a great extent	to an adequate	to a small extent

9. Do you think postgraduate studies are a useful form of improving professional qualifications?

yes	no	it is hard to say

10. In your opinion, will the postgraduate studies help you in your professional development?

yes	no	it is hard to say

11. Who do you think should be a lecturer at postgraduate studies you have attended? (please choose several from the list proposed below)?

- university teachers
- outstanding researchers
- university teachers and researchers alike

other people / please indicate: