

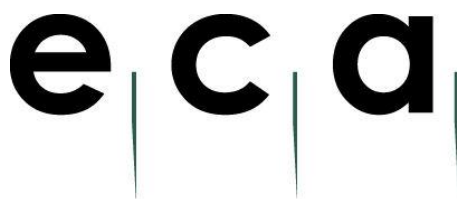
Assessment report

# International Economics

Warsaw School of Economics



Certificate for Quality in Internationalisation



european consortium for accreditation



Assessment report

# - International Economics

(Warsaw School of Economics)

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## Glossary

CEEMAN IQA	International Association for Management Development in Dynamic Societies International Quality Accreditation
EHEA	European Higher Education Area
ESF	European Social Fund
HE	Higher education
IC	SGH International Centre
IE	International Economics
QA	Quality assurance
SER	Self-Evaluation Report
SGH	Warsaw School of Economics (Szkola Główna Handlowa w Warszawie)
PKA	Polish Accreditation Committee (Polska Komisja Akredytacyjna)



## 1. Executive summary

The International Economics programme was assessed by the Polish Accreditation Committee (PKA) and this assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project. PKA convened an assessment panel which studied the self-evaluation report and undertook a site visit in Warsaw on 15 May 2014.

The IE programme is one of the main outcomes of the ESF financed Global SGH project. The project itself has already finished and the IE programme has been included in the regular SGH education offer. According to the self-evaluation report, the main rationale for development of the IE programme were labour market expectations towards English-proficient graduates possessing knowledge on efficient functioning on transnational markets. The International Economics programme is one of the five SGH degree programmes offered entirely in English. Thus it is vital component of the SGH international strategy.

### **Standard 1. Intended internationalisation**

The internationalisation goals for the International Economics programme result from the general internationalisation goals of SGH and were specified in the agreement on the co-financing of the “Innovative SGH – the Development and Internationalisation Programme” by the European Union from the European Social Fund. The goals are shared and supported by stakeholders within and outside the programme. Objectives, which have a quantitative character, have been formulated and are verifiable. They do not refer just to the IE programme, but include the whole SGH. There are evaluations of the goals and objectives. Measures for improvement have been demonstrated to a certain extent, but could have been made clearer.

The panel recommends the programme management to explicitly express those qualitative internationalisation goals with focus on an international mind-set and international understanding, which have been implicitly expressed during the interviews. The panel also recommends some additional objectives of a qualitative character. The panel recommends

that external stakeholders have a more outspoken role in the planning and evaluation of the programme.

The programme would also benefit from introducing a benchmarking tool against similar foreign programmes and / or higher education institutions.

The panel considers most of the underlying criteria of this standard to be met. **Therefore the panel assesses *Standard 1. Intended internationalisation* as satisfactory.**

### **Standard 2. International and intercultural learning**

The panel found that the intended international and intercultural learning outcomes are defined and that the methods used for the assessment of students are in principle suitable for measuring their achievements. There is much indirect evidence of the graduates' competence and their good employability. Nevertheless, the panel found that its assessment is strongly knowledge-based. Thus, more emphasis needs to be placed on the explicit definition and assessment of the intended international and intercultural skills.

**The panel therefore assesses *Standard 2. International and intercultural learning* as satisfactory.**

### **Standard 3: Teaching and Learning**

The panel found that the content and the structure of the curriculum and teaching methods provide the necessary means for achieving the intended international and intercultural learning outcomes. Moreover, the learning environment, including support services, are one of the strongest points of the IE programme. However, more emphasis should be put on the development of teaching methods along with the enhancement of international and intercultural learning outcomes recommended in the Standard 2. What is more, additional attention should be paid to the direct involvement of the employers' representatives in the development of the IE programme.

**The panel considers all of the underlying criteria of this standard to be met and therefore assesses *Standard 3: Teaching and Learning* as good.**

**Standard 4: Staff**

The panel has concluded that the IE programme is adequately staffed, both from the qualitative and quantitative perspective. The teachers are highly competent in terms of international knowledge and experience. Owing to experience acquired at foreign universities and international organisations, the lecturers are fully equipped to work in culturally and socially diversified environments. Apparent commitment to the IE programme results in enriched teaching methods conducive to achieving international and intercultural learning outcomes. High level of professionalism of non-teaching staff supporting the IE students can be also easily recognized.

The university offers support in developing staff competences vital for the IE programme goals and intended learning outcomes.

Beyond doubt, the weakest link of programme staffing is the negligible involvement of foreign lecturers.

**The panel deems all of the underlying criteria of this standard to be met. The panel assesses *Standard 4: Staff* as good.**

**Standard 5: Students**

The panel found that students are in general satisfied with the programme composition in terms of knowledge. The student groups' composition support a multicultural learning experience, which helps them to find good jobs in the future. However, SGH should help students more in order to find foreign and domestic internship opportunities supporting the achievement of international and intercultural learning outcomes. The panel also recommends that SGH should pay more attention on the alumni community and their feedback to the IE programme. **The panel deems the underlying criteria of this standard to be met and therefore assesses *Standard 5: Students* as good.**

**Overall conclusion**

Based on the documented internationalisation goals, the IE programme has implemented quite effective internationalisation activities which demonstrably contributes to the quality of teaching and learning.

The panel considers the IE programme as a strongly knowledge-oriented one. This is clearly reflected in almost every aspect of the programme, including curriculum, teaching and assessment methods, staff composition, etc. However, some of the international and intercultural learning outcomes in terms of skills can be implicitly identified and demonstrated.

The panel recommends that the IE programme internationalisation goals and objectives to be revised to become more skill-oriented. This would however require introducing more qualitative programme objectives which should be followed by an adjusted teaching and assessment strategy.

The panel considers the IE programme to meet the CeQuInt standards and recommends awarding the Certificate for Quality in Internationalisation.

## 2. The assessment procedure

This report is the result of the assessment of the International Economics programme (IE) offered by Warsaw School of Economics (SGH). The procedure was coordinated by the Polish Accreditation Committee (PKA). This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project.

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (ECA).

A panel of experts was convened by PKA. The assessment panel consisted of the following members:

- Prof. Riitta Pyykkö, panel chair, chair of the Finnish Higher Education Evaluation Council, Vice-Rector University of Turku, (Finland)
- Prof. Agneta Bladh, independent consultant, former Rector of University of Kalmar (Sweden)
- Prof. Mieczysław W. Socha, emeritus professor of the University of Warsaw, former Vice-President of PKA (Poland)
- Éva Réka Fazekas, student, University of Szeged, (Hungary)

The composition of the panel reflects the expertise deemed necessary by the Assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality. These signed statements are included in Annex 2: Statements of independence. The procedure was coordinated by Maciej Markowski, expert at PKA.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. (Annex 3: Documents reviewed) The

panel organised a preparatory meeting the day before the site visit. The site visit took place on 15 May 2014 at Warsaw School of Economics. (Annex 4: Site visit programme)

The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit, and built on the assessment of the self-evaluation report and annexed documentation.

### Assessment standards and assessment scale

The Frameworks for the Assessment of Quality in Internationalisation at programme level consist of five standards:

Standard	Criterion
1. Intended internationalisation	1a. Supported goals
	1b. Verifiable objectives
	1c. Measures for improvement
2. International and intercultural learning	2a. Intended learning outcomes
	2b. Student assessment
	2c. Graduate achievement
3. Teaching and learning	3a. Curriculum
	3b. Teaching methods
	3c. Learning environment
4. Staff	4a. Composition
	4b. Experience
	4c. Services
5. Students	5a. Composition
	5b. Experience
	5c. Services



The judgment will be provided for each standard and each underlying criterion included in the Frameworks for the Assessment of Quality in Internationalisation. All standards have the same weight. The Frameworks for the Assessment of Quality in Internationalisation consists in four-point scale: **Unsatisfactory**, **Satisfactory**, **Good** and **Excellent**.

A programme gets the Certificate when at least 3 standards are assessed as good or excellent and there is not standards assessed as unsatisfactory.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the draft report on 17<sup>th</sup> July 2014. It was then send to the IE programme to review the report for factual mistakes. [Add here if there was feedback or not: No factual mistakes were reported OR Some minor issues were reported OR ... AND, if feedback was received: The panel amended the report were necessary OR The panel decided not to amend the report on these points.]

The panel approved the final version of the report on [day Month year].

### 3. Basic information

**Qualification:** Bachelor Studies in International Economics

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Number of credits: 180 ECTS

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Specialisations:

- Economics in Central and Eastern Europe,
- International Business Management.

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ISCED field(s) of study: – Social Sciences, Business and Law

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**Institution:** Warsaw School of Economics

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Type of institution: University – type public higher education institution

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**Status:** SGH is legally entitled to omit external *ex ante* programme accreditation

SGH has been granted with the CEEMAN institutional accreditation

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QA / accreditation agency: Polish Accreditation Committee

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Status period: n/a



## 4. Assessment criteria

### Standard 1: Intended internationalisation

#### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

The internationalisation goals for the International Economics programme result from the general internationalisation goals of SGH and were specified in the agreement on the co-financing of the "Innovative SGH - the Development and Internationalisation Programme" ("Global SGH") by the European Union from the European Social Fund.

The Bachelor Programme in International Economics (IE) is *"intended to enable students to understand and analyse the international environment and context in which private enterprises and public institutions are operating"*. The goal is also to *"give the students the opportunity to graduate with a truly global mindset and ability to understand and efficiently perform in an international economic environment"*.

Specific international goals of the Global SGH project are said to be:

- preparation, inauguration and completion of the first edition of Bachelor Studies in International Economics;
- offering to the students enrolled an opportunity to benefit from international student exchange programmes;
- an increase in the number of graduates possessing qualifications required on the job market;
- developing teaching competencies of SGH academic staff;
- developing the language competence of the academic staff and students;
- intensifying cooperation with Polish and foreign higher education institutions.

These specific internationalisation goals are not challenging, as they just follow as a standard with an introduction of a new programme. The superior goals mentioned above, which are learning outcomes oriented, are more challenging.

The interviewed IE programme internal stakeholders, in terms of teachers and students, seem to embrace the abovementioned goals.

According to the SER and the interview with the programme management, external stakeholders of the IE programme have not been explicitly identified. Therefore there has

been very limited involvement of the external perspective in the programme development and the quality assurance system. External stakeholders invited for the meeting with the panel were partly individuals active in businesses, but also involved in teaching practical oriented parts of the IE programme. Present were also few representatives of companies receiving several students for internships which are usually organized in an international environment. Thereby, they indirectly contributed to the achievements of the internationalisation outcomes of the programme. The external stakeholders underlined the value of the English-fluent and interculturally aware graduates on the labour market. Thus they were aware of the importance of the International Economics programme in order to meet some of the labour market needs. They also appreciated the initiative and start of the IE programme.

### **Conclusion and recommendations**

The panel concludes that the internationalisation goals of the programme are generally recognized among the programme management and staff. Although, for quality assurance and communication purposes, it is recommended to improve their documentation. The goals are shared and supported by stakeholders within and outside of the programme.

The panel recommends that the intercultural mind-set of students is explicitly to be made a superior goal for the programme in order to make the programme more specific in comparison with other English-speaking programmes. Thereby, the programme will contribute to the needs of the labour market in a more concrete and specific way.

### **Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*

The verifiable objectives are mentioned in the SER. They are as follows:

#### 1. Preparation, inauguration and completion of the first edition of Undergraduate Studies in International Economics.

- number of full time students
- number of foreign students enrolled
- number of courses in foreign languages
- number of graduates
- number of full time staff, programme curriculum and governance structure of the programme

#### 2. Offering the students enrolled an opportunity to benefit from international student exchange programmes; this goal corresponds to the data in Annex 12:

- number of student attending exchange programmes

- number of countries students come from
- international internships

3. An increase in the number of graduates possessing qualifications required in the job market; this goal corresponds to the data in Annex 12, and the survey data

- number of graduates
- according to survey data: *Monitoring of graduates in International Economics*
  - 100% of graduates who wanted to work got their job in 3 months after graduation
  - 80% of graduates assessed their qualification as adequate or more than adequate to the job they perform.
  - ability to work in international and intercultural environment; marked at 4 (scale 1-5)
- international Internships shown in Annex 7a and 12
- curriculum of the programme assumes training on the job/internships for all students

4. Developing the teaching competencies of SGH academic staff. This goal comprises of the whole institution, not just the programme. This goal corresponds to the data in Annex 12:

- number of staff publications in foreign languages
- number of staff visits to foreign universities
- number of staff participating in conferences abroad
- number of courses in foreign languages
- number of foreign staff visiting SGH
- number of foreign citizens teaching at SGH
- number of cooperation agreements with foreign institutions

5. Developing the language competence of the academic staff and the students; this goal corresponds to the data in Annex 12

- number of staff publications in foreign languages
- number of staff visits to foreign universities
- number of staff participating in conferences abroad
- number of courses in foreign languages
- number of foreign staff visiting SGH
- number of foreign citizens teaching at SGH

6. Intensification of cooperation with Polish and foreign higher education institutions

- number of cooperation agreements with foreign institutions
- number of international research programme
- number of student attending exchange programmes
- number of countries students come from

- number of staff publications in foreign languages
- number of staff visits to foreign universities
- number of staff participating in conferences abroad
- number of foreign staff visiting SGH

### **Conclusion and recommendations**

The panel concludes that objectives have been formulated and that these objectives are verifiable. They allow monitoring the achievement of the programme's specific internationalisation goals. Much of the data serves different verifiable objectives. This is reasonable. However, some of the objectives refer not just to the IE programme, but include the whole SGH. There is no objective of positive influence in other parts of SGH of the IE programme, even though some of the objectives refer to SGH as a whole.

The objectives are quantitative to their character. Even if qualitative objectives can be hard to monitor, a shift in the internationalisation goals, as the panel has recommended in Standard 1a, should demand more objectives of a qualitative nature.

### **Criterion 1c: Measures for improvement**

*As a result of periodic evaluations of the programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.*

According to the SER, there is regular monitoring of the internationalisation goals. This is also required from a EU-funded project. Detailed surveys are carried out after each semester of study – both with the students and the academic staff. The survey after the graduates had completed their first degree indicate that several measures for improvement are proposed. Criticism on organisational issues have been met in order to eliminate these problems in later editions of the programme. Other comments, like more involvement of foreign lecturers, are still considered and if implemented, might improve the programme.

Initially, the Polish Ministry of Education interpreted the EU rules in such a way that the IE students could not take part in Erasmus or other exchange programmes. This was however changed to the second year of the programme, after request from SGH. This was seen as a large improvement and the number of exchange students was raised.

Larger improvements have not been introduced, as the programme is young. There has, however, been a development work with an alternative international programme, which

might be introduced later on. It became unclear to the panel how the new programme will relate to the existing one.

The marketing efforts of the IE-programme, which has been tuition free during these first years, has led to an internationally wider student population. Students come from EU-countries, China and former Soviet republics.

### **Conclusion and recommendations**

The panel concludes that there are evaluations of the programme's internationalisation goals and objectives. The monitoring of the objectives are fulfilled regularly and several surveys have been undertaken. The measures for improvement have been demonstrated to a certain extent, but they could have been made clearer. The panel was informed during the site visit that an alternative international programme was about to be developed. How this alternative programme will relate to the current programme is not clear to the panel.

### **Overall conclusion regarding Standard 1. Intended internationalisation**

The panel found the real internationalisation goals of the IE programme being a part of the general internationalisation goals of the SGH. They are mostly quantitatively expressed. The IE programme objectives refer to these goals. The internationalisation goals and objectives are regularly monitored and in some cases improved.

The panel found that the programme management and staff implicitly identify more qualitative internationalisation goals. However these are not formally documented and consequently reviewed.

The panel deems most of the underlying criteria of this standard to be met.

The panel recommends further involvement of external stakeholders in the planning and evaluation of the IE programme, as well as benchmarking against similar foreign programmes. The panel recommends that future changes of the IE programme is carried out after considering a revised set of internationalisation goals. It is highly important that the SGH has a sustainable programme with a focus on an international mind-set and international understanding of different ways of perceiving economic realities, which might open for an even more interesting alternative for Polish as well as international students.

The panel therefore assesses *Standard 1. Intended internationalisation* as **satisfactory**.

## Standard 2: International and intercultural learning

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### Criterion 2a: Intended learning outcomes

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

The intended learning outcomes are, according to the SER:

*"...provide the knowledge and develop the skills necessary to start a career in the central and local government administration as well as public institutions and NGOs operating internationally, in manufacturing and service companies maintaining contacts with partners abroad and to conduct an independent business activity whose scope includes foreign markets".* The programme is also a basis for taking up second cycle studies.

In another part of the SER (p. 16), it is stated that the *assumed learning outcomes* achieved by a student upon successful completion of the programme *can be divided into two broad categories*. The first category is *concerned with knowledge and skills and may be regarded as the hard skills*. The second category is *concerned with competencies and is better thought of as the soft skills*. However, all learning outcomes are taught in the international and intercultural context.

Both the hard skills and soft skills are integrated into the overall learning outcomes of the programme. The learning outcomes implicitly corresponds to the programme's internationalisation goals, and could be made more explicit regarding the intercultural learning outcomes.

### Conclusion and recommendations

The panel concludes that the intended international and intercultural learning outcomes implicitly correspond with the programme's internationalisation goals. The panel recommends that the intercultural learning outcomes are made more explicit in order to state which learning outcomes the students are supposed to achieve during the IE programme.

### Criterion 2b: Student assessment

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

In the self-evaluation report, the programme presents that the 'methods for the assessment are diverse and reflect the specific nature of particular subjects included in the curriculum'. Assessment methods are described in the annexes to the SER, and they

include traditional written or oral exams, multiple choice tests, assessment presentations, essays and case study reports prepared by the students, and assessment of participation in discussions during seminars. The SER materials outline that the intercultural components of the assessments are twofold: on one hand, students are encouraged to work in groups and thus learn cultural differences with regard, e.g., to problem solving; on the other hand, case studies for group work are based on real life international situations. International context is also enhanced through the use of international data and the students encouraged to contact international researchers.

However, it was clear from the interviews that intercultural experience is neither necessarily purposely supported nor assessed but just happens in learning situations. The groups in the IE programme are smaller which offers more opportunities for interactive work.

During the site visit it became clear that the students are in general satisfied with the programme composition in terms of knowledge, but they would appreciate more “dynamized” and practical-oriented courses and classes. The panel found that the programme succeeded in mixing intercultural and international perspectives by the group composition. On the other hand, the panel found that quite few international and especially intercultural learning outcomes are recognised by the students or the teaching staff. Both groups emphasised language skills and acting in international groups as well as recognition of the different perspectives, but these were mostly considered to be a ‘value added’ of the IE programme, not explicitly intended and assessed learning outcomes.

### **Conclusion and recommendations**

The panel concludes that methods used for the assessment of students are in principle suitable for measuring the achievement of the intended international and intercultural learning outcomes. Nevertheless, the panel found that the assessment is strongly knowledge based, and recommends that more emphasis should be put on the explicit definition and assessment of intended international and intercultural skills and competences.

### **Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme’s graduates can be demonstrated.*

According to the self-evaluation report, the students of the IE programme need to pass several exams verifying their international and intercultural learning outcomes in an international and intercultural context. An important demonstration of the international learning outcomes is the thesis in the field of international economics. The learning outcomes are also verified during the Bachelor exam.

As was expressed in the evaluation of the criterion 2b, the panel found the approach to learning and learning outcomes in the programme strongly knowledge-based. The skills and competences were less recognised. Thus it can be said that there is more indirect than direct demonstration on the achievement of the international and intercultural learning outcomes.

The panel was delighted to find that the graduates of the Warsaw School of Economics are well recognised on the labour market and also often win the internship competitions. According to a survey, 90 % of the graduates are satisfied with their work. Most graduates work in companies involved in financial activities and insurance or in trade. The IE programme is relatively new and many graduates continue their education so that there is not yet much data on employment issues.

The representatives of the professional field interviewed were satisfied with the students' and graduates' proficiency in English and their willingness to travel. Also during the discussions with the alumni, the active approach of the students, e.g. in organising international events, was emphasised. The alumni themselves defined that the IE programme gave them good language skills, an objective look at things, ability of critical thinking and good presentation skills, all useful and needed in international working environments.

### **Conclusion and recommendations**

The panel concludes that the graduates substantially achieve the intended international and intercultural learning outcomes. Nevertheless, the panel recommends that the intended intercultural learning outcomes should be more clearly defined which would allow a more precise demonstration of their achievement. A special attention in the definition should be paid to the skills component.

### **Overall conclusion regarding Standard 2. International and intercultural learning**

The panel found that the intended international and intercultural learning outcomes are defined and that the methods used for the assessment of students are in principle suitable for measuring the achievement of the intended outcomes. There is much indirect demonstration of the competences of the graduates and their good employability. Nevertheless, the panel found that the assessment is strongly knowledge based, and recommends that more emphasis should be put on the explicit definition and assessment of the intended international and intercultural skills.

The panel therefore assesses *Standard 2. International and intercultural learning* as **satisfactory**.



### Standard 3: Teaching and Learning

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#### Criterion 3a: Curriculum

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

According to the self-evaluation report, the structure of the Bachelor programme in International Economics is designed to reflect the intended learning goals. The structure is divided into six groups of courses: core courses; major and major related courses including those rendering minors; elective courses; foreign languages and physical education. The final, sixth course is the Bachelor seminar. The structure of these six groups is described in more detail in the annexes to the SER.

As stated in the documents, the curriculum of the programme reflects the general learning outcomes for the first cycle studies. There are both more theoretical and more practical courses in the curriculum, but there is an intention to include a substantial degree of practical, incl. intercultural, skills into most core courses. The intercultural competences are described explicitly at the level of general internationalisation goals, not at the level of particular courses. The obligatory internship is also considered to offer an opportunity to test the skills and social competencies of the students.

From the interviews it was quite clear that the focus in the curriculum and the intended outcomes is on the content and the graduates' knowledge. The role of foreign languages in the whole institution was also underlined. Also the students emphasised their satisfaction with the firm knowledge base they got, but they expressed also a wish to have a smaller number but more in-depth and practical-oriented courses. The panel found reducing the number of modules a recommendable direction – bigger modules could offer better possibilities to more in-depth studies. The representatives of the alumni of the programme analysed that there are some overlapping subjects in the programme, but the level of coordination on the programme level in the IE programme, in their opinion, is better than in other SGH programmes.

From the interviews with the teaching staff the panel found that the orientation of the programme is to prepare its graduates for obtaining a Master's degree, not to ensure their employability as bachelors. On the other hand, the panel was pleased to find in the interviews with the representatives of the professional field that they are willing to be more closely involved in the programme and curriculum development. They would definitely provide valuable working life perspective to the IE programme's curriculum and intended learning outcomes, including international and intercultural competencies.

### **Conclusion and recommendations**

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The panel recommends a more clear demonstration of the correspondence between the curriculum and the intended international and intercultural learning outcomes. There is also an unused opportunity to involve the representatives of the employers more closely to curriculum development work.

### **Criterion 3b: Teaching methods**

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

The self-evaluation report outlines that the 'teaching methods are diverse and reflect the specific nature of particular courses included in IE curriculum'. Teaching methods include traditional lectures, methods requiring individual work by the students (preparation of reports, presentations, case studies, reading assignments, home assignments) as well as in-class discussions and problem-solving exercises monitored by the professor. Both the SER and the interviews emphasised the importance of the multicultural classroom in achieving the intended international and intercultural learning outcomes.

It is evident (SER annex 13) that the teachers rely on quite traditional methods of teaching, mostly lectures and written exams or essays, while case studies are mentioned rather rarely. On the other hand, writing essays has forms that allow the development of international competences. The students are, e.g., required to write essays referring to their national backgrounds and the international and intercultural differences are then discussed in groups. The teachers try to provoke and encourage interaction and opinions exchange during the classes and use simulations of real working situations and role-playing.

The representatives of the labour market emphasised what great influence the international students have and the different perspective they input to the programme. It became clear that SGH has very strong relations with the business sector. However, this has quite limited impact on teaching strategy and practice.

### **Conclusion and recommendations**

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes. The panel recommends the programme a more systematic support for the development of teaching methods preferably including more international and professional perspective and experience in this issue.

**Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

The self-evaluation report states that the learning environment designed to assist the achievement of the intended learning outcomes includes several areas. The SGH has a high-level offer of teaching foreign languages, and the offer for foreigners is supplemented with tailored courses in Polish which is important for the integration in the local environment. The SGH library has a wide collection of books and periodicals in foreign languages, and the students have access to 30 000 titles of foreign journals in an electronic form. The International Centre takes care for both assistance and administration of the activities and facilitates the process of internationalisation for the staff and the students. The students have a possibility to participate in summer study programmes abroad and international students are invited to participate in SGH summer programmes. Once again, the intercultural environment created by the international student body is mentioned as a key factor. There is also an active student organisation in SGH, and a “buddy” offered for each international student for help e.g. in finding accommodation.

The students expressed their satisfaction to the learning environment, as well as to other services, e.g. the access to text books and other materials. The groups are smaller than in other programmes, which makes the learning environment more interactive and the use of team work more possible. According to the interviews, ‘the students in IE are treated better than others’. The management and the staff emphasised that the SGH as a whole, is becoming more and more “English focused”.

**Conclusion and recommendations**

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes. The panel appreciates the dedicated support services of the SGH. One of the strengths of the learning environment at SGH is the impact of the international and intercultural student body.

**Overall conclusion regarding Standard 3: Teaching and Learning**

The panel found that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The teaching methods and the learning environment are suitable for achieving the intended international and intercultural learning outcomes. The support services offered by the SGH can be regarded as a good example. However more emphasis should be put on the development of teaching methods along with enhancement of the international and intercultural learning outcomes recommended in the Standard 2. The panel recommends to involve more representatives of the employers in the development of the programme.

The panel considers all of the underlying criteria of this standard to be met and therefore assesses *Standard 3: Teaching and Learning* as **good**.

#### Standard 4: Staff

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##### Criterion 4a: Composition

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

SGH is a large institution employing a vast amount (approx. 1200 employees, including 754 lecturers) of scientific and teaching as well as administrative personnel with broad spectrum of competence, representing all disciplines of economic sciences. SGH has signed 264 agreements with 67 universities worldwide to establish a professional relationship. According to the SER, the International Economics programme is delivered by approx. 30 academic teachers, however, only 23 CVs were presented in appendix 8a. There are 72 enrolled students (as per 2013) which creates a quality supporting student-teacher ratio: 2.4 student per one teacher. Some of the teachers work with students on an individual, 1-to-1 basis when assisting with the development of the diploma thesis. Over half of the thesis' supervisors hold the position of the university professor. Among the lecturers there are representatives of the business sector, including employees of international corporations located in Poland. Experience with working in an international environment is one of the assessment criteria during recruitment process. Hence, this helps achieving the intended learning outcomes.

Based on review of CVs, academic teachers hold impressive didactic, scientific and professional skills acknowledged by scientific degrees, publications, professional experience. Unfortunately, simplified format of CVs makes it difficult to assess qualifications and employment structure. All (but one) lecturers hold a doctorate in economics. According to information available to the public, three academics were awarded the title of full professor by the President of Poland, eight a habilitated doctorate and are employed as associate professors. The oldest teacher is 64 years old whereas the youngest 34. The majority of them has been working as academic teachers for most of their professional carriers which makes teaching staff experienced in didactics. Consequently university teaching standards are easily met. An overwhelming majority of teachers earned the degree of PhD and habilitated doctor awarded by SGH. Only three academics managed to obtain a doctorate at other Polish universities. There is not a single academic teacher who graduated from a foreign university with a PhD degree.

Teachers publish their papers in English, maintain professional contacts with researchers from all over the globe on a systematic basis, go abroad for long-term and short-term assignments at foreign universities, often take part in international conferences. Some of

them deliver lectures abroad or have employment history with international organisations working in diversified, multi-cultural backgrounds. Each faculty member reports their contribution to improving international profile of SGH. To conclude, SGH teachers are qualified to deliver classes subject to international and intercultural learning outcomes.

Twenty four members of non-teaching staff (Deans Office, Admission Office, International Centre) support the IE programme. During discussions with the panel, representatives of international services presented high professional standards and in-depth understanding of intercultural characteristics of the IE programme.

The panel was pleased to learn that academic teachers are highly enthusiastic and committed to deliver classes for the IE programme. Also the students - during meeting with the panel - were positive about didactic competences displayed by lecturers. Regarding English proficiency students' opinions were in general positive. However, the students indicated a few examples of the teachers with the English proficiency below their expectations, which hindered efficient conduction of the classes.

The major weakness in this area is the fact that there are no foreign lecturers participating in delivery of the programme. Professors from foreign universities rarely give single lectures and only during classes conducted by their Polish counterparts. The Rector explained this fact by limited financial resources and remuneration policy that is not internationally competitive. The "invite stars" initiative was conceived to create a platform for international teachers to give lectures to the SGH students. This project, however, is in its infancy. It would seem that IE project management was not successful in taking full advantage of the opportunity of about 20 visiting professors staying a minimum of one semester. Students of the IE programme were particularly interested in lectures given by foreign professors who would give them insights into their experience gathered all over the globe. Employers also expressed their interest in such practices. The panel would like to encourage project managers to create an opportunity for the students to take part in on-line lectures streamed by partner universities.

#### **Conclusion and recommendations:**

In summary, the panel is confident that the number, structure and the quality of SGH personnel is adequate to achieve intended international and intercultural learning outcomes. At the same time the panel would like to strongly recommend involving foreign professors in delivering the IE programme. Exposure of IE students to foreign lecturers would enrich the programme and improve the level/quality of achieved international and intercultural learning outcomes.

**Criterion 4b: Experience**

*Staff members have sufficient internationalisation experience, intercultural competences and language skills.*

The panel was delighted to find the teachers very dedicated to the programme. The teachers also develop their own language and intercultural skills by participating in various international activities. Academic teachers are active in applying for international grants (Fulbright, DAAD, Marie Curie., ERASMUS) which then are used to finance foreign trips. A quite substantial part of the staff leaves for short-term assignments (some few times a year) at foremost European, Canadian and American institutions. Several academics spent at least a semester at foreign universities (e.g. Wharton at Pennsylvania University, Columbia University, Duke University, Minnesota University, Oxford University), in order to acquire new didactic skills and improve their knowledge about international issues. Most of the staff has presented results of their scientific research at international conferences. A much smaller group takes part in international scientific projects. Major part of academic teachers publishes their findings in English in various international journals.

Some teachers gave lectures to foreign audiences and one of them was recognised between 2009 and 2011 as the Best Lecturer (Master's of European Studies Programme, University of Bonn). Some of the staff has been either employed by or collaborated with international institutions as experts/consultants (e.g. Chairman of the Board of Directors and CEO in New York City and Toronto, General Manager of the Bank in New York City, USA, UN, UNIDO, UNDP, UNCTAD-GATT, OECD, European Parliament, EU Commission). They are familiar with ethnically, culturally and socially diversified environments by having visited and worked in many countries across the world. That group of academics-beyond doubt-possesses great international and intercultural competence.

Testimonials of lecturers suggest classes planned for IE challenge and thus enhance their didactic skills, which are then emulated when teaching Polish programmes. The university has a well-developed system for students in place, in order to appraise the lecturers. They are able to evaluate the competence of lecturers after every class. Their assessment of staff presented during meeting with the panel was rather high.

The panel found it surprising, that not all of the teachers CV's explicitly addressed the question of the assessment of the international and intercultural learning outcomes. Some answers exhibited possible misunderstanding of this issue. It would seem that there is room for improvement of the internal quality assurance system in terms of identification of the staff competence in this area.

During the meetings with the panel, both the lecturers and the non-teaching staff presented high level of proficiency in English. The students also expressed their general

positive opinion about it. Nevertheless the students also mentioned a few examples of lecturers with insufficient English proficiency. The programme internal quality assurance system covers this issue to a very limited extend. It was noted that according to the Polish legal requirements, passing the foreign language exam is obligatory for obtaining a Ph.D. degree. However, it does not necessarily need to be English. The staff members also declare proficiency in German, French, Italian, Russian and Hungarian. The latter two languages are especially important given the programme offers a specialisation in economies of Central and Eastern Europe.

#### **Conclusions and recommendations:**

The panel concludes that the staff members have vast international experience, intercultural competences and generally good command of English. What is characteristic for the staff is that it exhibits substantial practical experience of collaboration with the businesses sector. The panel is confident it will be reflected in the achieved learning outcomes. Achievements in that area would have been greater, provided that foreign lecturers would have taken part in the programme.

#### **Criterion 4c: Services**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competence and language skills.*

The SGH management puts great emphasis on increasing the international profile of the studies. The Global SGH project was conceived as a platform for IE programme. Because the IE programme is staffed solely by SGH's own personnel, the university makes every effort to improve their international and intercultural competences. This also applies to non-teaching staff. Short-term and long-term assignments at foreign universities are the prevalent form of improving teachers' competences. The Erasmus programme is the main platform for facilitating such activities. All lecturers assigned to IE programmes are guaranteed short visits at renowned foreign universities aimed at improving their language competence and networking. Long-term assignments are intended to be intertwined with research projects jointly run with foreign partners and employment with international organisations. Based on information enclosed in CVs, the teachers seem to eagerly take advantage of those opportunities.

SGH has a far-reaching and illustrious tradition of a university offering education in foreign languages. The lecturers can choose from a selection of 7 languages. Individually prepared language courses for teachers are available.

#### **Conclusions and recommendations**

In the panel's opinion, the SGH supports lecturers in developing their international and intercultural competences.

#### **Overall conclusion regarding Standard 4: Staff**

The panel has concluded that the IE programme is adequately staffed, both from qualitative and quantitative perspective. The teachers are highly competent in terms of international knowledge and experience. Owing to experience acquired at foreign universities and international organisations, the lecturers are fully equipped to work in culturally and socially diversified environments. This has been demonstrated by the teachers during classes with IE students. They develop their scientific interests by collaborating with foreign partners thus enhancing their knowledge about globalisation and internationalisation. Apparent commitment to the IE programme results in enriched teaching methods conducive to achieving international and intercultural learning outcomes. High level of professionalism of the non-teaching staff supporting the IE students can be easily recognized.

The university offers support in developing competences of its staff which facilitates achievement of the IE programme goals and intended learning outcomes.

Beyond doubt, the weakest link of programme staffing is the negligible involvement of foreign lecturers. The panel would like to encourage university and programme management to overcome this weakness.

The panel assesses *Standard 4: Staff* as **good**.

#### **Standard 5: Students**

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##### **Criterion 5a: Composition**

*The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.*

The panel could discern from the Self-Evaluation Report that the composition of student groups shows an upward trend from 5 % of foreign students enrolled in 2010 to 47 % in 2013. In 2010 just 3 countries were represented in the IE programme student groups, and it went up to 22 countries in 2013, which shows a clear international orientation.

30% of the students are from Central and Eastern Europe, 41 % came from countries adjacent to Poland and 33 % are from Vietnam, Saudi Arabia, India, USA, Angola etc. In the first cohort of the students enrolled there were some students with Polish citizenships but living abroad. Thus, the programme management stated a clear internationalized learning environment from the beginning.



By having such mixed and international student groups, interactions and exchange of opinions during the classes are provided to students, who can simulate real situations such as negotiations, role-playing, providing examples of real life cases and other useful curricular activities.

The panel had the chance to talk with students from Kazakhstan, Vietnam and Poland and it became obvious that the students' understanding of internationalisation is in line with the implicitly mentioned, but not explicitly stated, IE programme internationalisation goals. The students particularly underlined:

- multinational group working - sharing ideas makes the studies internationalised in terms of raising intercultural awareness;
- studying in English;
- intercultural experience – mostly by the informal situations, rather than purposely supported.

Thus, the biggest strength of the programme is the possibility to mix intercultural and international perspectives by the group composition. Students recognize the intercultural impact of the multinational groups' composition.

During the site visit the panel found that the students highly appreciated the work in multinational groups. They emphasised that it makes the studies internationalised and raises intercultural awareness. The students are also encouraged to cooperate on preparing presentations or essays in mixed groups.

However there are very little incentives outside the regular classes that could increase the internationalisation added value of the students' experience. Students were able to identify only one subject – Sociology, which, in their opinion is dedicated explicitly to explore the intercultural differences. In future students will look for more international experience either educational or professional. They would also like to spend more time abroad.

### **Conclusion and recommendations**

The panel concludes that the composition of the student group is in line with the programme's international and intercultural learning outcomes.

### **Criterion 5b: Experience**

*The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.*

Two out of six interviewed students spent at least one semester abroad. The observed differences between SGH and foreign universities refer mostly to the subject composition (more in-depth discussions, more interactive and dynamic classes) and staff composition (more foreign teachers).

Seven out of approx. 130 IE programme students completed their internship abroad, in companies such as Surf Camp Las Palmas, Spain, BNP Paribas Securities Services, Germany,

Morocco-based companies, Wales-based companies and Unicredit Bank, Austria. One student also completed an internship in the Polish Embassy in Vienna. One student completed the internship in the US Embassy in Warsaw in the Department of Agriculture. Nine students work in international companies involved in financial activities and insurance, three in retail/wholesale trade, but there are also graduates working in catering, professional, scientific, technical and cultural engagements as well as entertainment and recreation. This allows students for further development of their international and intercultural skills. However there is very limited SGH and IE programme assistance in acquiring internship opportunities. In general, students organize internships on their own. In 2013 the number of IE students visiting foreign universities at least for one semester went down from 30 % in 2011 to 10 %. This is a serious concern. Also the number of countries visited by IE students is very low. SGH students during the last three years visited 28 countries (149 students) to join an internship program (on the job training), whilst IE students have very low mobility indicators.

### **Conclusion and recommendations**

The panel concludes that the international experience is adequate; however mobility should be raised among the IE students. IE students visited 4 countries (7 students), which could be improved in the future since this number is very low. The panel recommends that the SGH should help students more in order to find internship opportunities both abroad and within the country, in particular including internationalisation goals of the IE programme. The students require more help to find these internship and Erasmus opportunities, because these opportunities are not always evident and students need guidance in order to be successful internationally.

### **Criterion 5c: Services provided to students**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the programme's internationalisation goals and correspond to the composition of the student group.*

There are numerous students clubs (scientific, extracurricular interests, etc.) which are supported by the SGH. The IC facilitates the transition process of the foreign students; IC facilitates the orientation week including extracurricular activities; familiarise students with Polish culture. Incoming student's office is supported by ESN organization. They help students with finding accommodation (flats and some rooms at the dormitory). The Dean's Office facilitates the information flow from the SGH administration to the students.

The panel could discern from the Self-Evaluation report and the meetings that the students get general provision of information, assistance in filling out documents, information on the Polish culture and education system, cross-cultural workshops, accommodation, pick-

up from the airport, guided tours in Warsaw and on campus. The library and sport facilities are good and the Students' Union organizes several workshops.

Students however recognize some problems with administration services, but mostly in SGH, not in IE. The services are mostly linked to the internationalisation goals. The panel has been told during the interview with the students that IE students are treated differently. They are provided with separate administration services. They also benefit from the smaller groups and dedicated support services.

The Students' Union is considered as a very dynamic one. It organizes open gatherings where all the students can present their own ideas that might be further presented by the student's representatives. The panel noted during the interviews that a periodic meeting of the school management with representatives of the Students' Union allows transmission of information on student expectation. Moreover there is a lot of different student organizations which perform very actively. Students are also engaged in promoting studies in SGH among the candidate students. It is considered as a very efficient method. The learning materials are mostly core books but also electronic materials uploaded by the teachers. Students refer to books and teachers' power-point presentations as the main sources of knowledge for the exams.

SGH is currently setting up an alumni database which can be used in the future for gathering information useful for the IE programme development. The panel finds alumni feedback missing in the regular quality assurance practice. It could be particularly useful in periodic programme reviews. In case of the IE programme the feedback from the professionally active alumni might be particularly valuable for adjusting the programme goals, including those related to internationalisation, to the labour market expectations.

### **Conclusion and recommendations**

The panel concludes that the services provided to students are very good and very helpful, they meet the student's needs. On the other hand the main SGH assistance in organizing internships process is limited to providing students with the related information. The panel recommends that establishing a strong Foreign Students' Board in the Students' Union would help to represent the needs of the international students. The alumni database should be further developed and taken into account during the composition of the curriculum. The information system should cover more arrangements for the collection, analysis and use of different information in the quality of the IE programme. Providing additional classes in Polish language to students experiencing language problems could be also useful.

### **Overall conclusion regarding Standard 5: Students**

The panel found that students are in general satisfied with the programme composition in terms of knowledge. The students come from various countries and the student groups are quite mixed, therefore SGH students can benefit from a multicultural learning experience,

which helps them to find good jobs in the future. The panel recommends that the institution should help students more in order to find internship opportunities abroad and also within the country. The panel also recommends that SGH pays more attention to the alumni community. The panel deems the underlying criteria of this standard to be met. The panel therefore assesses *Standard 5: Students* as **good**.

## Conclusion

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Based on documented internationalisation goals, the IE programme has implemented quite effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

The panel considers the IE programme to meet the CeQuInt standards and recommends awarding the Certificate for Quality in Internationalisation.

## 5. Overview of assessments

Standard	Criterion	Level of fulfilment
6. Intended internationalisation	1a. Supported goals	satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
7. International and intercultural learning	2a. Intended learning outcomes	satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
8. Teaching and learning	3a. Curriculum	good
	3b. Teaching methods	
	3c. Learning environment	
9. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
10. Students	5a. Composition	good
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

**Chair: Riitta Pyykkö**, Professor, Vice-Rector (University of Turku), former Chair of the Finnish Higher Education Evaluation Council. Riitta Pyykkö is an experienced university teacher and researcher as a Professor of Russian Studies at the University of Turku since 1997. Since 2012 she is the first Vice-Rector of the university, responsible for the development of education and quality management. Part from being a member (2004-2014) and the chair (2008-2014) of the Finnish Higher Education Council (FINHEEC, now FINEEC), she has been active in the development of higher education and the EHEA on a national and international level, e.g. as a member of the Finnish Bologna Experts' Team since 2006. She regularly takes part in international assessments: e.g. External agency reviews for ENQA membership, Russian National Accreditation Agency (NAA), AEQES (Belgium), Estonian Higher Education Quality Agency (EKKA), NCPA (Russia); Evaluation of Centres of excellence in Higher Education in Norway.

**Prof. Agneta Bladh**, holds a PhD in political science from Stockholm University and is an independent consultant involved in evaluations and other engagements in the field of higher education. Prof. Bladh between 2004 and 2010 was the Rector of University of Kalmar, Sweden (since 2010 part of Linnaeus University), 1998 – 2004 State Secretary at the Swedish Ministry of Education and Science, responsible for higher education and research and 1995 – 1998 Director General at the Swedish National Agency for Higher Education.

Bladh is a member of the EU High Level Group on Modernisation of Higher Education and the Magna Charta Observatory Council and several university boards in Sweden and Norway. Bladh between 2008 and 2012 was a board member of the Administrative Board of the International Association of Universities.

**Prof. Mieczysław Socha**, emeritus professor of the University of Warsaw, Faculty of Economic Sciences. Trained quality assurance expert, was engaged in quality assurance projects in Europe, Western Balkan countries and Central Asia countries. Since 2002 expert of Polish Accreditation Committee. Former PKA Secretary General and Vice-President. Involved as an expert and head of the panels in external quality assurance of programs, higher education institutions and accreditation agencies in Poland and European Higher Education Area. He was a Treasurer of INQAAHE, member of the ECA Management Group, CEENQA Executive Board and member of Steering Committees of ENQA and ECA projects.

**Éva Réka Fazekas**, University of Szeged, Hungary. Student in international relations (European studies) at the University of Szeged, Hungary. She received her BA degree in

Communication and Media, specialized in Public Relations and International Communication/Tourism. In 2009, she became vice-president of the Foreign Affairs Committee of the Students' Union (University of Szeged). She was the chairperson of the committee between 2011 and 2012. Fazekas organised exchange programs in Cluj Napoca, Krakow, Odessa, Tbilisi, Komárno, Valletta, and Skopje. She became a member of the Foreign Affairs Committee in HÖÖK (Hungarian National Union of Students). She joined the ESU Quality Assurance Experts' Pool in 2012. Fazekas got involved in EUA IEP evaluations in Romania and also evaluated a joint study programme. She has also evaluated the journalism cluster in 2013 at KIMEP University, Almaty, Kazakhstan with AQ Austria. Fazekas was involved in the periodical review of the Hungarian Accreditation Committee with ENQA in Budapest as an assessment panel member.

Coordinator: Maciej Markowski, expert, Polish Accreditation Committee

#### Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Riitta Pyykkö		X	X	x	
• Agneta Bladh		x	x	X	
• Mieczysław Socha	X	X		X	
• Éva Réka Fazekas					X

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

## Annex 2. Statements of independence



## Annex 3. Documents reviewed

- Self-evaluation report, including annexes 1 - 18
- CVs of relevant staff:
  - Ewa Baranowska –Prokop
  - Katrzayna Bareja
  - Alfred Bieć
  - Maria Bieć
  - Eliza Chilimoniuk-Przedziecka
  - Lidia Danik
  - Tomasz Gołębiowski
  - Elżbieta Kawecka – Wyżykowska
  - Izabela Kowalik
  - Arkadiusz Michał Kowalski
  - Andżelika Kuźnar
  - Małgorzata Stefania Lewandowska
  - Piotr Maszczyk
  - Jerzy Menkes
  - Ryszard Rapacki
  - Katarzyna Sum
  - Ewelina Szczech – Pietkiewicz
  - Grzegorz Szulczewski
  - Michał Szwabe
  - Alina Szypulewska- Porczyńska
  - Bartosz Targalski
  - Witold Wiliński
  - Andrzej Żurawski
- Erasmus Policy Statement – overall SGH internationalization strategy
- SGH curriculum overview
- Bachelor programme in International Economics – curriculum and intended learning outcomes
- ECTS Course Catalogue
- Example of diploma supplement
- Global SGH project application
- Requirements for the teaching materials package for core and specialization courses in English offered as a part of the “Innovative SGH – internationalization and development programme” project (“Global SGH” – POKL.04.01.01-00-206/09), co-financed by the European Union from the European Social Fund.



## Annex 4. Site visit programme

### Overview

**Date:** 15 May 2014  
**Institution:** Szkoła Główna Handlowa (Warsaw School of Economics)  
**Programme:** International Economics  
**Location:** al. Niepodległości 152, 02-554 Warsaw, Poland

### Programme

#### Wednesday 14 May 2014

17.00 - 19.00: Preparatory meeting of the panel  
 19.00 Dinner

#### Thursday 15 May 2014

08.30 - 09.00: Arrival of the panel, internal meeting and possibility to review additional documentation and student work.  
 09.00 - 09.50: Meeting with the Rector of the Warsaw School of Economics and the management of the IE programme

<i>Full name</i>	<i>Position</i>
• prof. Tomasz Szapiro	Rector
• prof Marek Gruszczyński	Vice Rector – International Affairs
• prof Marian Geldner	Former Head of Global SGH Programme
• dr Małgorzata Znojkowicz - Wierzbicka	Former Head of International Economics programme
• dr Rafał Towalski	Vice Dean of bachelor Dean Office
• dr Piotr Maszczyk	Vice Dean of bachelor Dean Office – International students
• dr hab. Alfred Bieć	Coordinator of Accreditations and Ranking Procedures

09.50 – 10.00: Internal panel meeting

10.00 - 10.50: Meeting with students

*Full name*

- Piotr Grycuk
- Juliusz Tarnowski
- Mateusz Sternicki
- Anna Sławińska
- Batyrkhan Mutallapov
- Tu Pham Anh

10.50 – 11.00: Internal panel meeting

11.00 - 11.50: Meeting with teaching staff

*Full name*

*Module or Course*

• Prof. dr hab. Tomasz Gołębiowski	Management In International Business
• Prof. dr hab. Ryszard Rapacki	Transition Economics
• dr Alina Szypulewska-Porczyńska	European Integration
• dr Bartosz Targański	Interntional Private Law
• Dr hab. Arkadiusz Kowalski	International Competitiveness
• dr Piotr Maszczyk	European Economics
• dr Michał Szwabe	World Economy

12.00 – 13.30: Lunch, including internal meeting and review of materials

13.30-14.00: Meeting with representatives international services

*Full name*

*Position*

• Katarzyna Smolińska	Dean Office
• Katarzyna Sulicka	Dean Office
• Aneta Szydłowska,	Admission Office
• Ewa Iwanowska	Admission Office
• Grzegorz Augustyniak	International Centre – deputy director
• Marta Sent-Pawłowska	International Centre
• Agata Kowalik	International Centre

14.00 – 14.10: Internal panel meeting

14.10-14.40: Meeting with professional field

<i>Full name</i>	<i>Current position/company</i>
• Dariusz Uzycki	Pedersen & Partners
• Peter Vogelsang	Heineken
• Rafał Maludziński	PwC
• Przemysław Komar	DB Schencker

14.40 – 14.50: Internal panel meeting

14.50 - 15.20: Meeting with alumni

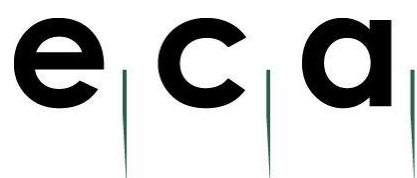
<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Karolina Kaźmierska	2013	<u>voluntary worker</u>
• Patryk Stelmach	2013	Student SGH and Warsaw University
• Hanna Kulawczuk	2013	Student SGH and Warsaw University

15.20-16.30: Panel discussion on the outcomes of the assessment

16.30-17.00: Final meeting with SGH management

<i>Full name</i>	<i>Position</i>
• prof. Tomasz Szapiro	Rector
• prof Marek Gruszczyński	Vice Rector – International Affairs
• prof Marian Geldner	Former Head of Global SGH Programme
• dr Rafał Towalski	Vice Dean of bachelor Dean Office
• dr Piotr Maszczyk	Vice Dean of bachelor Dean Office – International students
• dr hab. Alfred Bieć	Coordinator of Accreditations and Ranking Procedures

End of site visit and departure



european consortium for accreditation

[www.eacaconsortium.net](http://www.eacaconsortium.net)

[www.qgrossroads.eu](http://www.qgrossroads.eu)

[www.ECApedia.net](http://www.ECApedia.net)