

Department of Foreign Languages

QUALITY BOOK OF LANGUAGE EDUCATION

1st Edition

**Department of Foreign Languages of Wrocław University of
Science and Technology**

Authors:

Jacek Bednarczuk, M.A.

Anna Dudek-Kajewska, M.A.

Agnieszka Krężel, M.A.

Approved by:

Iwona Frankiewicz, M.A.

Director of the Department of Foreign Languages

All rights reserved, including the right to reproduce this book or portions thereof in any form whatsoever.

CONTENTS

Introduction	3
1. DFL presentation	3
1.1. Profile	3
1.2. History	4
1.3. Localization	4
1.4. Organisational structure	5
1.5. Staff and didactic teams	7
1.6. Polish and English Language Centre for Foreigners	7
1.7. Committees and Task Teams	9
1.8. Internal and external access to information	10
2. Mission, tasks, goals and the development of the vision of DFL	10
3. Legal acts	12
4. Description of the language education system	12
5. Internal Quality Assurance System in DFL	13
5.1. Didactic process improvement	14
5.2. Support for students and other course participants	15
5.3. Recruitment policy, employee assessment and staff trainings	16
5.4. Promotion of the DFL activity	16
6. Management of the Internal Quality Assurance System in DFL	17
6.1. Quality-focused goals and activity (QFGA).....	17
6.2. QFGA attainment indices	19
7. List of procedures and tools.....	20

Introduction

The Quality Book of Language Education of the Department of Foreign Languages of Wrocław University of Science and Technology (QBLE DFL) encompasses documents related to the educational process and the ways of improving and monitoring the quality of education in DFL. It is an essential tool in the University Education Quality Assurance System. The Book consists of 7 chapters describing: the Department, its mission, tasks and goals, legal environment, activity, the Internal Quality Assurance System in DFL, and the implemented quality improvement steps necessary to manage the Internal Quality Assurance System in DFL. An integral part of the Book is the list of binding procedures and tools used in the educational process and activity in DFL.

1. DFL presentation

1.1. Profile

The Department of Foreign Languages (DFL, the Department) is a university-wide unit of Wrocław University of science and Technology (WUST) acting pursuant to the Regulations issued by the Rector of the University. It is one of the largest and most renowned academic foreign language centres in Poland.

The Department was established to conduct educational activity aiming at gaining and developing language skills by the students, doctoral students and staff of Wrocław University of science and Technology, including international students and participants preparing to start studies in Polish or English in Poland, or pursue their scientific career at a Polish university and in international research teams. The activity of the department encompasses also: gaining supplemental education, conducting language exams and issuing language certificates.

DFL puts particular emphasis on offering a multilanguage and varied language education offer, and also on setting and meeting high quality educational standards. Currently, the didactic activity encompasses teaching 7 foreign languages: English, German, French, Spanish, Russian, and Japanese, and also Polish for foreigners. The Department runs obligatory courses as well as extracurricular specialist and themed language courses for undergraduate and graduate fulltime and part-time students, and doctoral students. There are also intensive preparatory courses in the main campus in Wrocław and in Jelenia Góra, Legnica and Wałbrzych branches. The DFL offer encompasses also special course for students with disabilities the University staff, there are also commercial courses not only for students, but also any other people willing to participate in them.

The Department employs highly qualified staff, thus ensuring very effective foreign language teaching at all levels of advancement. The teachers use very modern teaching methods and excellent technical equipment available to support them at work. The DFL activity contributes to the humanistic education of students and doctoral students who, after graduating from WUST, thanks to their language skills, communication and intercultural skills are recognised

in the competitive job market.

DFL cooperates with its social and economic environment in the area of language education and with foreign universities and institutions promoting high quality in language teaching. It is also involved in activity related to public relations and creating a positive image of the Department.

DFL is a member of Polish and international professional associations: the Association of University Language Centres SERMO and the European Confederation of Language Centres in Higher Education CercleS. It is also an examination centre (Acert, Telc).

The Polish and English Language Centre for Foreigners has been given the NAWA accreditation to teach intensive Polish courses for students planning to study at Polish universities.

DFL is a learning organisation, consequently, one of its major priorities is continuous development and building an academic community involved in pursuing common goals and supporting its members and ready to meet the actual needs of a contemporary university. As part of its activity, the Department strives to achieve efficiency by focusing on what is essential, it pays particular attention to the quality of language education, focuses on the individual needs of students and employees, and supports them in fulfilling their potential. It faces challenges posed by the work done in an academic environment in a responsible way.

1.2. History

Teaching foreign languages became part of the University curriculum in the first years of its existence. Initially, there was no separate unit and fulltime language teachers. Neither was there a structured language teaching system that would determine the number of teaching hours or course syllabi.

The Department of Foreign Language Teaching was established in 1951. The academic year 1952-1953 is considered to be the first year of existence of the now renamed unit, called: The Department of Practical Foreign Language Learning. In 1955 the Department was moved from the New Chemical Engineering Faculty building to the Main University Building. In the same year, two language teams were created: the Russian Language Team and the western Languages Team, a year later the latter was divided into the German, English and Romance Languages Teams. An essential event in the Department history was moving it to a separate building at 8 Wybrzeże Wyspiańskiego St. in 1969, where the language centres has stayed until today. Pursuant to a Rector's decision, the Polish Language Team established in 1976 was transformed into the Polish Language Department for Foreigners. Since 2006, this university-wide unit has been called the Department of Foreign Languages and in 2022 it celebrated the 70th anniversary of its existence. The dynamic development of the University was reflected in the development of the employment structure of foreign language teachers and other employees in the department, new curricula, implemented teaching methodology, and didactic materials. For the

purpose of improving the quality of teaching, the Department organised numerous methodology trainings and International Scientific and Didactic Conferences. The language offer for students was regularly extended, apart from the currently taught languages, there were times when also Czech, Swedish, Italian, Arabic, Irish, and Korean were taught. The students had opportunities to test their language skills in numerous language competitions very soon after the creation of the Department. Numerous e-learning projects were implemented. The profile of language education was changed when some elements of specialist language were introduced to it so as to meet the requirements of the engineering job market.

Management

Iwona Frankiewicz, M.A. (2020-)

Irina Modrzycka, PhD, Professor of WUST (2011-2020)

Małgorzata Stawska, M.A. (2005-2011)

Marian Górecki, M.A. (1996-2005)

Romualda Kuźmińska, PhD (1987-1996)

Wacław Sielicki, PhD (1981-1987)

Longin Jarmólkiewicz, Associate Prof. (1980-1981)

Zygmunt Kubacki, PhD (1970-1980)

Czesław Sztukowski, M.A. (1965-1970)

prof. Jan Cygan, PhD, D.Sc. (1952-1965)

1.3. Localization

The Department is based in Wrocław, 8 Wybrzeże Wyspiańskiego St., Building H-4. It can also be found on the interactive campus map: <https://pwr.edu.pl/uczelnia/mapa-kampusu>.

1.4. Organisational structure

DFL, as a university-wide unit reports directly to the Vice-Rector for Education. The Department is headed by a Director appointed by the Rector. The overriding task of the Director of the SIO is to ensure the proper functioning of the unit in accordance with the Regulations. The Director is assisted by: Vice-Director for Full-Time Studies and Staff Development, Vice-Director for Part-Time Studies, Doctoral School and Internationalisation, Vice-Director for Organisation. The didactic process in individual teams is supervised team heads.

The Director's consultative and advisory body is the DFL Council (the Council). One of its tasks is offering opinions on issues significant for the Department. The Council is composed of: DFL Director as its Chairperson, Vice-Directors, Heads of didactic teams, a representative of administrative staff, a representative of each didactic team, and a representative trade unions

acting in DFL. The Director can invite other people to Council meetings as an advisory voice.

The unit which is of significant importance in DFL is the Internal Quality Assurance Committee.

The DFL Director appoints plenipotentiaries and coordinators to support particular events. There is also the Administrative Support Staff responsible for office, IT, technical and financial services. The job descriptions of the management and administrative staff are regularly updated and posted on etablica (electronic system of internal communication in DFL).

All the details of the organisational structure are presented in the DFL Organisational Structure Scheme. The precisely planned organisational structure guarantees efficient operation, good cooperation, and success in pursuing goal in DFL.

1.5. Staff and didactic teams

DFL is composed of didactic teams, which can be seen in the organisational structure of the Department:

- English Team (ET),
- German Team (GT),
- Roman and Slavic Languages Team (RSLT), and
- Polish and English Language Centre for Foreigners (PELCF).

The members of didactic teams are responsible in particular for:

1. the didactic process within teaching forms used in DFL,
2. developing new teaching materials,
3. enhancing professional qualifications,
4. contributing to other organisational tasks/events at DFL and the University,
5. doing other tasks assigned by superiors.

In each didactic team, the educational process follows the binding Curricula and Subject Cards for a given subject, which define, among others, the detailed goal and course content for a particular language, subject specific language learning outcomes and the assessment of their achievement. A Team Manager is responsible for the organisation and supervision of work.

The highly qualified DFL staff can teach languages both online, face-to-face and in various hybrid forms, they also use blended learning and tutoring methods, support the education of students with various disabilities, lecture in Polish history and culture, conduct preparatory courses in various subjects for foreigners, culture studies courses and numerous language workshops. In addition to this, DFL is involved in various projects (including university-wide ones), skills improvement courses, preparatory courses for international certificates, thus supporting the academic community of Wrocław University of Science and Technology and any other interested participants.

Both teaching and administrative staff in DFL offer support in foreign language learning and improving language skills at all stages of the educational path in the Department. They do their best to meet students' individual needs by ensuring didactic along with organisational support. They assist all students at all educational stages, both fulltime and part-time ones, doctoral students, and other participants, including those with special needs.

Currently, DFL employs 94 didactic employees and 7 administrative ones. Every term, between 6000 and 8000 people participate in language courses. DFL closely cooperates with the University authorities and other units in the University structure. The Department employees actively participate in the activities of the Senate, the University Education Quality Council, and the Executive Committee of Educational Excellence. DFL has its representative (external stakeholder) in the Quality Assurance Team at the Institute of English Philology, University of Wrocław, and also the head and expert in the SERMO Accreditation Committee.

1.6. Polish and English Language Centre for Foreigners

The Polish and English Language Centre for Foreigners (PELCF) is authorised to organise and conduct intensive preparatory courses before studying in Polish at any university in Poland. The courses are attended by foreigners and Polish youth coming from all over the world. There are also classes for Polish students and doctoral students from WUST.

The Centre developed numerous proprietary curricula, coursebooks, and didactic tools, it actively participated in Polish and international conferences. Some materials are posted in the Virtual Learning Environment to be used during Polish courses and students' individual work. The unit cooperates with universities and is involved in international projects: Tech Summer School, GUT Summer School and the International Summer School 3E+.

Apart from its didactic activity, the Centre organises the Language Tournament, lectures and workshops during the Lower Silesian Science Festival, and also Language Juwenalia. Since 1990, PELCF has been the initiator and organiser of the Olympiad of the Polish and English Language for Foreigners in Szklarska Poręba.

As part of the Welcome to Poland project, students can actively participate in sightseeing trips and cultural events organised by DFL teachers.

1.7. Committees and Task Teams

The following committees are appointed by the decision of the DFL Director: the Quality Assurance Committee, the Employee Assessment Committee, The Lesson Observation Committee, and also the task teams:

- Certification Task Team,
- Internationalisation Task Team,
- Promotion Task Team,
- Training Task Team,

- Translation Task Team.

There is a list of activities prepared for each team and each head/plenipotentiary has their list of responsibilities. Work plans and reports on teams' work are compiled systematically.

1.8. Internal and external access to information

The basic communication mode used in DFL is electronic mail, used especially to provide non-personalised information to educational process participants.

Thanks to a well designed and regularly updated DFL website, students have access to necessary information on enrolment, courses available DFL and a wide offer of extra activities supporting the language learning process. The information on the website is available in both Polish and English, it is also being adapted to the needs of people with disabilities. In addition to this, important information is also available on DFL social media.

Students can also find information about current issues on noticeboards in located in DFL. Apart from this, current information including also information about non-didactic activities organised at DFL can be found teachers' profiles and social media, e.g., Facebook and Instagram.

For the purpose of ensuring good communication flow in DFL, the employees use e-Tablica (an electronic noticeboard) where they can find all information on the organisation of work, including the information about the meetings of the DFL Council. DFL uses also SyDiA, a filing and archiving system. In addition to this, there are regular staff meetings and office hours for students.

DFL closely cooperates with all University Faculties, the Doctoral School, and other organisational and university wide units so as to distribute the information on the language education process and promote DFL activities. The Department publishes the most important information on DFL activity in a university newsletter issued once a week.

Taking care of information accessibility is important for DFL employees, however, the administrative staff is particularly responsible for it.

2. Mission, tasks, goals and the development of the vision of DFL

The Department of Foreign Languages of Wrocław University of Science and Technology is a university wide unit established to fulfil didactic tasks related to gaining and developing the linguistic competences of students, doctoral students, course participants and university staff.

The mission of DFL is providing professional and efficient linguistic education to the students

and doctoral students of Wrocław University of Science and Technology at levels defined in the Common European Framework of Reference for Languages, using various teaching forms and methods, in a way corresponding with new European educational standards, and promoting multilingualism and multiculturalism, in accordance with the requirements of the University, the job market and professional mobility.

Considerable emphasis is placed on supporting student autonomy in the learning process, the development of soft skills required by employers and also the internationalisation of the learning process.

The didactic activity of DFL encompasses teaching foreign languages, especially:

- teaching foreign languages at levels defined in the Common European Framework of Reference for Languages,
- 2. teaching general, academic and specialist language,
- 3. teaching Polish as a foreign language at all levels of advancement,
- 4. developing didactic materials supporting the learning process, including individual learning, of students and doctoral students,
- 5. evaluation of the knowledge of a foreign language and issuing language certificates,
- 6. organizing foreign language exams, including Polish studied as a foreign language.

The activity of the Department is aligned with the mission of DFL and its Development Strategy forming a part of the Internal Quality Assurance System of DFL. It is conducted based on the following strategic goals:

Language teaching system improvement:

1. supporting student autonomy in the learning process,
2. management of the information related to the language learning process,
3. modernisation of the technical and didactic base,
4. investigation of graduate careers depending on their language competences,
5. monitoring the market of candidates for students and participants of preparatory courses in terms of their language competences and preferences,
6. internationalisation of the didactic process (student and staff mobility; initiating and developing the existing cooperation as part of European mobility programmes, etc.),
7. teaching students soft skills required by employers,
8. promoting DFL in the academic community in Wrocław, Poland and abroad.

Extra activities and services offered by DFL:

1. skills improvement courses run particularly for students, doctoral students and University staff,
2. preparatory courses for language certificate exams,
3. conducting exams and issuing certificates,
4. translations and proofreading,
5. specialist didactic projects and language courses, e.g., on special request of economic

entities or other didactic events related to its core activity.

The development vision of DFL defines the future activity directions and particular tasks to be undertaken by both the DFL management and staff. Considerable emphasis is put on didactic activity to ensure high teaching quality, the efficiency of specialist language learning and contribution to the internationalisation process of WUST.

3. Legal acts

The legal basis for the activity of the Department of Foreign Languages are the following legal acts:

- Statute of Wrocław University of Science and Technology
- Regulations of Department of Foreign Languages
- Senate resolution adopting the Regulations of the Department of Foreign Languages
- Code of Ethics for Workers of Wrocław University of Science and Technology
- Code of Ethics for Students of Wrocław University of Science and Technology
- Code of Ethics for Doctoral Students of Wrocław University of Science and Technology

4. Description of the language education system

The concept and goals of language education in DFL are developed based on the mission and the Development Strategy of DFL, which derives from the Development Strategy of Wrocław University of Science and Technology. The language education at DFL is compliant with the guidelines of the University quality policy regarding employing the best academic practices and taking initiatives improving the education process so as to achieve adopted learning effects. The concept and goals of foreign language teaching are oriented to conducting the language education process as part of university wide courses in interfaculty groups (the 1st and 2nd cycle of fulltime studies), faculty groups (the 1st and 2nd cycle of parttime studies), and interdisciplinary groups (Doctoral School).

The language education system in DFL was developed in accordance with programme requirements for the 1st and 2nd cycle of studies and the Doctoral School specified in the University legal acts. It assumes the development of language competences necessary both during university education and professional or scientific career path, frequently pursued in a multi cultural and multinational environment. Language education encompasses general, specialist and academic language, it is related to the educational profile and activity of the University, and also the needs of the job market and the social and economic environment. One more form of DFL activity is the organisation of intensive Polish and English courses for candidates planning to study at Polish universities.

Foreign languages are taught at levels defined in the Common European Framework of Reference for Languages (CEFR). It is assumed that language and communicative competences in

the leading language are developed at level B2, while in the case of the second foreign language the level of teaching is adapted to the scientific and/or professional needs of learners in accordance with the European educational policy promoting multilingualism and multiculturalism in the education of students and doctoral students. Language education focuses on achieving set learning outcomes for the subject: Foreign Language and is organised with consideration for the number of hours assigned for learning foreign languages according to the curriculum requirements of particular stages of full- and parttime studies, and also the Doctoral School. It is assumed that the learning outcomes will be achieved during classes organised at the University and during the time of individual student's work, called the total student work input.

The language teaching process in DFL is organised in a way enabling the students to achieve the set learning outcomes at the prescribed time in accordance with the requirements of the curriculum. Language educational paths are designed in a way allowing to meet the underlying assumptions of the curriculum and to acquire and improve language skills depending on students and doctoral students' individual needs.

The details of the learning outcomes correspond with the levels of the Polish Qualifications Framework (6-8). They comply with the objectives of language education, specified in the curriculum, assuming acquiring and improving language skills, including the area of sciences and technical sciences so as to allow effective communication in the international scientific and/or professional environment.

The Subject Learning Outcomes encompass knowledge, skills and social competences required at particular levels of advancement. They are the same for all languages taught at DFL.

The language education at DFL is oriented not only towards the development of language skills obligatory for the leading language at level B2, but also the improvement of the language skills of students and doctoral students at level C1 and/or learning another foreign language or languages depending on job market needs or the chosen scientific path. DFL allows students/doctoral students to follow an individually selected language education path to meet their needs and interests.

The curricula for fulltime and parttime studies, both the first and the second cycle, comply with the assumed learning outcomes and take into consideration the degree of difficulty. As far as A1 -B1 language proficiency levels are concerned, the curricula encompass the following components: grammar, lexis, pronunciation, and also language skills integrated in a communication process, both written and oral. As far as B2 - C1 language proficiency levels are concerned, the curricula encompass the grammar and lexis component (development of vocabulary and structures used in the studied discipline, necessary in professional environment and including specialist language) and the academic component based on the development of language skills necessary to communicate in the academic environment (expressing opinions, negotiating, discussions, debates, and preparation for public speaking – self-presentation, popular science presentation, expressing opinion on information related to the studied discipline or student's scientific interests). The curricula at levels B2+ and C1+ encompass language tools used to achieve effective communication in a foreign language in professional environment, based on specialist terminology related to the studied discipline and

related disciplines. Language courses curricula include also intercultural themes.

The curricula of both courses for students and doctoral students assume the development of language skills allowing to achieve the learning effects related to communication in academic context, especially related to specialist topics so as to enable students to actively participate in an international academic environment.

A student/doctoral student can apply for the recognition of previous academic achievements (achieved learning outcomes) if they are properly documented in accordance with DFL procedures: The Rules of Foreign Language Assessment and Learning Outcomes Recognition. In addition to this, there is also a list of certificates allowing students to apply for exemption from obligatory language courses.

A student/doctoral student are obliged to participate in a selected language course in accordance with the rules presented during the first class. At DFL, the above listed enrolment and course participation rules are uniform and clear, they encompass face-to-face, hybrid and online classes.

Course assessment criteria must be met regardless of course type and teaching mode. Each academic teacher is obliged to provide detailed information on course assessment criteria to students/doctoral students/ participants. The course assessment details for doctoral students are described in Subject Cards.

The verification of assumed learning outcomes is based on correspondence between learning objectives, assessment methods and its particular elements. Each component mark has a defined weight in particular courses at all levels of advancement. The use of the same verification and assessment methods ensure effective and consistent evaluation of learning progress and the achievement of the assumed learning outcomes. The assessment methods are based on testing knowledge and the development of four language skills appropriately for the advancement level and in accordance with the curriculum and specifications developed and binding in particular language teams. The assessment encompasses activities done during classes and students' own work influencing the development of particular language and academic skills, this refers also to specialist language used in the studied discipline.

The assessment is continuous, students' efforts are systematically appraised during classes. Giving feedback is an essential element in the learning process at DFL, it takes the form of a dialogue between a student/doctoral students/participant and a teacher held to support and shape the learning process. Students receive feedback during classes and office hours, by mail or widely used IT communication tools.

According to the adopted rules of documenting achieved learning outcomes, selected tests, short tests and exams confirming the achievement of assumed learning outcomes are archived with lists of attendance and final protocols.

The process of assessing the degree of learning outcomes achievement by students is systematically verified and controlled. The responsibilities of the Internal Quality Assurance

Committee encompass monitoring and analysing student assessment results every term. Where necessary, improvement actions are taken on the verification process and the assessment of learning outcomes achievement in particular language teams.

Various educational methods are used at DFL to match the needs of particular groups and the type of classes. Regardless of a teaching mode (face-to-face, hybrid or online), the priority is adapting teaching methods and techniques to the language skills of a particular group or its participants, supporting students and fostering their initiative, independence and autonomy in achieving learning outcomes and the development of academic skills. Another priority is supporting all participants of language courses to allow them achieve their set language goals and assumed learning outcomes, so as to prepare them for work in an international working environment, e.g., practicing scenarios in B2+/C1+ groups.

The approach used in language teaching at the Department is an eclectic one, as it allows to adopt individualistic cooperation with a student for the purpose of creating favourable conditions for learning, fulfilling student's potential and attaining set educational goals.

Classes are taught with the use of various modern and activating language teaching methods. Most frequently, the communicative method, focused on communicative skills in various situations and contexts, is used. The variety of activities and tasks is aimed at achieving or practicing language fluency. IT methods are also used in foreign language teaching.

In DFL there is a binding procedure for the development, verification and reviewing syllabi and curricula. Didactic and non-didactic documentation in DFL is regularly reviewed, taking into consideration the recommendations of the Management, course questionnaire results, the needs and requirements of faculties, teachers, learners, graduates, and employers. The process of submitting comments and verifying documents is described in an internal DFL procedure.

DFL ensures all students very good conditions for language learning in well equipped classrooms (computers, OHPs, sound systems, screens, dimmable incandescent lamps), perfectly prepared for language classes. In the building there is also Wi-Fi and IT tools to be used by both students and staff.

5. Internal Quality Assurance System in DFL

The Internal Quality Assurance System in the Department of Foreign Languages of Wrocław University of Science and Technology is consistent with the University Education Quality Assurance System, its activity is continuous and systematic. The System operates in compliance with the Regulations of the Department of Foreign Languages and its activity encompasses: academic teachers, students of all courses and forms of studies, course participants, doctoral students, and administrative staff whose work is related to the educational process. The responsibility for the correct operation of the System rests with the DFL Management and the Internal Quality Assurance System. The System is supported by the DFL

Management, administrative staff, DFL Directors' Plenipotentiaries, task teams appointed to do particular tasks by the DFL Council, which is systematically involved in education quality policy. In its education quality support activity, DFL cooperates with faculties, Students Council, Doctoral School Council, Career Office, Student Support Service, and International Office.

For the purpose of systematic quality evaluation and maintaining high level performance, the Internal Quality Assurance System team uses procedures developed specifically to meet their goals and rooted in academic experience and tools used in quality measurement. The system is based on four programmes encompassing particular procedures and tools:

- didactic process improvement programme,
- student/participant support programme helping them to achieve learning outcomes,
- programme for recruitment, assessment and skills improvement of didactic and administrative staff,
- programme of DFL promotion in the academic environment.

Quality management in DFL:

- is student oriented,
- is based on staff involvement,
- employs system approach,
- involves continuous improvement of the educational process,
- focuses on cooperation with partners.

5.1. Didactic process improvement

The improvement of the didactic process is based on the didactic process improvement programme consisting of two procedures and suitable tools.

Procedure 1. The assessment of the didactic system from the perspective of language teaching quality assurance and change implementation. The procedure encompasses:

- systematic updates of the didactic offer,
- periodical reviews of curricula,
- updating and archiving didactic process documentation,
- assessment of learning/teaching conditions,
- controlling, updating and improving technical facilities used in the language teaching process.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 1, the didactic process improvement programme employs appropriate tools (see the List of Procedures).

Procedure 2. Systematic monitoring of the opinions of students, teachers, doctoral students,

course participants, graduates, and employers. The procedure encompasses:

- evaluation of the didactic offer, didactic process and classes by students,
- recommending changes and implementing them,
- satisfaction surveys conducted among graduates and employers on learning outcomes.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 2, the didactic process improvement programme employs appropriate tools (see the List of Procedures).

5.2. Support for students and other course participants

Support for students and other course participants is based on the student/participant support programme helping them to achieve learning outcomes. Activities are based on three procedures and tools used to implement them.

Procedure 1. Students assessment, verification of knowledge and learning outcomes. The procedure encompasses:

- the learning outcomes assessment and verification system,
- assistance in the achievement required learning outcomes.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 1, the student/participant support programme employs appropriate tools (see the List of Procedures).

Procedure 2. Systematic support of the learning process. The procedure encompasses:

- offering information supporting the learning process,
- supporting individual work and student autonomy,
- supporting highly talented students,
- supporting students and doctoral students with special needs.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 2, the student/participant support programme employs appropriate tools (see the List of Procedures).

Procedure 3. Support for foreign students

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 3, the student/participant support programme employs appropriate tools (see the List of Procedures).

5.3. Recruitment policy, employee assessment and staff trainings

The recruitment policy, employee assessment and staff trainings are based on the recruitment, employee assessment and staff training programme. It encompasses three procedures and specially designed tools.

Procedure 1. Onboarding.

In DFL, the recruitment of new staff and their subsequent adaptation to the new environment is a matter of considerable importance. For both processes there are particular instructions, procedures and tools.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 1, the recruitment, employee assessment and staff training programme employs appropriate tools (see the List of Procedures).

Procedure 2. Maintaining highly professional didactic and administrative staff.

The procedure encompasses: class observation, course questionnaires, periodical employee assessment, supporting and monitoring employees' professional development. The procedures encompasses:

- class observation procedure,
- teacher self-assessment procedure,
- periodical employee assessment.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 2, the recruitment, employee assessment and staff training programme employs appropriate tools (see the List of Procedures).

Procedure 3. Supporting and monitoring employees' professional development.

Academic teachers at DFL are obliged to continue their didactic development, this means participation in internal and external trainings, conferences, postgraduate and/or doctoral studies.

For the purpose of conducting systematic quality level measurements and maintaining proper functioning of Procedure 3, the recruitment, employee assessment and staff training programme employs appropriate tools (see the List of Procedures).

5.4. Promotion of the DFL activity

The promotion of the DFL activity is based on the programme of DFL promotion in the academic environment. The programme encompasses specially designed tools.

Specialist tools are used for the purpose of conducting systematic quality level measurements

and maintaining proper functioning of the DFL promotion programme (see the List of Procedures).

6. Management of the Internal Quality Assurance System in DFL

The management of the Internal Quality Assurance System in DFL is described in detail in a separate annex and is based on setting quality related goals and planning tasks, educational projects, and quality-focused actions using appropriate procedures and tools within existing Internal Quality Assurance programmes, monitoring and measuring results, and also self-assessment and system improvement.

6.1. Quality-focused goals and activity (QFGA)

The quality-focused goals and activity included in the annex to the Internal Quality Assurance System encompass 9 areas:

1. language education system improvement,
2. supporting student autonomy in the learning process,
3. information management in the language education process,
4. modernization of technical and didactic facilities,
5. following graduates' professional careers with consideration for their linguistic competence,
6. monitoring the candidate market for both prospective students and preparatory courses for foreigners in terms of their language competences and preferences,
7. internationalisation of the educational process (student and staff mobility, initiation and development of existing cooperation within European mobility programmes, etc.),
8. teaching students soft skills required by employers,
9. promoting DFL activity in the academic environment on a regional, national and international scale.

6.2. QFGA attainment indices

The responsibility for the attainment of quality-focused goals and tasks, and educational projects rests with particular people or teams. The methods used to do particular tasks, measure performance, meet deadlines are described in the timetable which forms the basis for the correct functioning of the Internal Quality Assurance System. The degree of quality-focused goal attainment is expressed in the numbers of participants, events, contacts with other units, questionnaires, lesson observations, purchased devices, created didactic materials. Another form used are published reports and analyses.

The implementation, proper application and monitoring of the Internal Quality Assurance System in DFL is possible owing to:

- continuous improvement of the didactic process quality, regardless of its form, i.e., face-to-face or online,
- development of a modern language courses offer,
- updating language course curricula to adapt them to the job market requirements,
- support for didactic innovations,
- continuous support for students during language courses and high satisfaction levels expressed in questionnaires, including online courses,
- support for students with special needs,
- correct functioning of the Department in changing conditions, globalisation of education, student and staff mobility, and the necessity to teach online courses,
- transparent staff recruitment policy and the promotion of “good teaching practices”,
- shaping quality-focused attitudes in the academic environment and building a quality-focused culture.

Building the quality-focused culture means continuous striving to improve quality, responsibility, the synergy of actions, and joint decision making. The indices of the quality-focused culture are, among others, locating students in the centre of the learning process, identification of the staff with their workplace, inspiring and not authoritative role of leaders, openness to external assessment, fostering self-reflection and improvement initiatives.

7. List of procedures and tools

Programme 1. Didactic process improvement

Procedure 1. The assessment of the teaching system from the perspective of quality assurance and change implementation.

Tools:

1. The Regulations of Department of Foreign Languages of WUST – the first and the second cycle of fulltime and part-time studies
2. Description of the language education system
3. Course participation rules
4. Rules of foreign language assessment
5. Educational paths
6. Description of advancement levels
7. Offer of general, academic and specialist language courses
8. Offer of scientific and technical language courses, level B2+ and C1 + with consideration for

job market requirements and specialist language for faculty groups

9. Offer of thematic courses and blended learning
10. Offer of foreign language courses for foreigners
11. Learning outcomes details
12. Curricula based on learning outcomes
13. Subject cards in Polish and English
14. Proprietary curriculum courses
15. Virtual Learning Environment
16. Procedure for introducing changes in documents related to didactic and non-didactic DFL activity
17. Procedure for documenting and archiving didactic documentation
18. Specification of achievement tests
19. Procedure for the development, verification and reviewing syllabi, curricula and subject cards
20. Document: Rules of cancelling and making up classes and office hours at the Department of Foreign Languages of Wrocław University of Science and Technology
21. DFL self-assessment report

Doctoral School

22. Description of the language education system
23. Course participation rules
24. Offer of general, academic and specialist language courses
25. Curricula based on learning outcomes
26. Subject cards
27. Proprietary curriculum courses

Polish as a foreign language

28. Offer of intensive Polish courses for foreigners
29. Curricula and subject cards
30. Basic offer of Polish courses, humanities and sciences for foreigners
31. Language certificate exams

English courses for foreigners

32. English courses offer
33. Curricula and subject cards
34. Offer of sciences taught in English
35. Certificate exams

Procedure 2. Systematic monitoring of the opinions of students, teachers, doctoral students, graduates and employers

Tools:

1. Document: Satisfaction surveys sequence for foreign language courses taught at DFL, WUST (face-to-face and online courses)
2. Procedure for conducting satisfaction surveys in foreign language courses
3. Procedure for conducting questionnaires among students and doctoral students to monitor the fulfilment of obligations by the academic teachers at Wrocław University of Science and Technology
4. E-questionnaires used to assess foreign language courses (both Polish and English)
5. E-questionnaires used to assess foreign language courses for doctoral students (both Polish and English)
6. Course questionnaire – foreign language courses (paper and e-version)
7. Course questionnaire – foreign language courses for doctoral students (paper and e-version)
8. Course questionnaire – paid language improvement courses
9. Course questionnaire – online foreign language courses for students and other participants
10. Questionnaire on online work for teachers
11. Questionnaire: Needs analysis for the students and graduates of Wrocław University of Science and Technology employed in business in Poland, conducted in cooperation with project partners
12. Bookmarks: Contact and submitting comments.

Programme 2. Support for students and participants

Procedure 1. Student assessment, verification of knowledge and learning outcomes

Tools:

The learning outcomes assessment and verification system

1. Diagnostic tests (placement tests)
2. Document: The Organisational Fundamentals of Cooperation with a Group
3. Tests, presentations, projects, assignments, etc.
4. Specification of achievement tests

5. Document: Assessment and verification of achieved learning outcomes (A1 – B 1.2 levels)
6. Document: Assessment and verification of achieved learning outcomes (B2.1 – C 1+ levels)
7. Analysis the degree of assumed learning outcomes achievement
8. Documents: Grade recognition rules and Certificates exempting from language courses
9. Description of the ACERT certificate exam (rules of issuing the certificate, regulations, model tests)
10. Description of entrance exam to the Doctoral School and model tests
11. Description of the doctoral exam
12. Description of the qualifying exam for studies/mobility abroad (e.g., international programmes) and model tests
13. Description of international certificate exams.

Support in achieving the set learning outcomes

14. Office hours
15. Language support
16. Repeat courses
17. Paid language improvement courses (one-term and holiday courses for students and University staff)
18. Language courses for special purposes at the Polish and English Language Centre for Foreigners
19. Platforms: Virtual Learning Environment and Virtual Polyglot
20. Intercultural language workshops organised to foster professional development and demo lessons, including demo lessons taught by native users
21. Polish Language Advice Centre
22. English Language Advice Centre
23. Projects: English for doctoral students in the Industrial PhD Programme and One-to-one courses for students with disabilities.

Procedure 2. Systematic support in the learning process

Tools

Information related support to the learning process:

1. DFL website, main bookmarks: Full time studies, Part-time studies, Doctoral School/Doctoral studies, International & Erasmus, Other activities
2. Term schedule
3. Bookmarks: Who should I contact and FAQ

4. Bookmarks: Important documents, Forms to download, About us
5. Bookmarks: Virtual learning Environment, Virtual Polyglot, Placement tests, Language courses, Certificate courses, Advice Centre, Language and intercultural workshops, Polish Language Advice Centre, English Language Advice Centre, For people with disabilities, Projects
6. Bookmark: Enrolment
7. Email, IT tools (e.g., Zoom, Teams, Classroom)
8. Social media (Insta, FB)
9. Faculty websites, Department of Promotion, Department of accessibility and Support for People with Disabilities, International Relations Office.

Supporting student autonomy in the learning process:

10. Virtual Learning Environment (materials for classwork use and for self-development)
11. Virtual Polyglot
12. Language and intercultural workshops to support professional development
13. Language projects
14. Office hours
15. Polish Language Advice Centre
16. English Language Advice Centre
17. Language consultancy
18. One-to-one courses for students with disabilities.

Supporting highly talented students:

19. Language competitions and tournaments
20. Workshops organised to prepare students for language competitions
21. Language and intercultural workshops to support professional development
22. Certificate courses and exams (IELTS, Cambridge First and Advanced, ACERT, DELE)
23. Projects conducted by DFL (e.g., Language Juwenalia, Share your language, share your culture, Language Café)
24. Projects in which DFL is a partner
25. Students' original materials (posted, e.g., Virtual Polyglot)
26. CWINT book collection.

Supporting students and doctoral students with special needs.

27. Bookmark: For people with disabilities
28. Information posted on AKZ and DFL websites for people with special needs/disabilities
29. Typhlographic boards in DFL

30. Adaptive website (contrast and font size)

Procedure 3. Support for foreigners

Tools (in both Polish and English):

1. Bookmark: International & Erasmus, Full time international students, Erasmus incoming Students, Courses preparing for studying in Poland, Erasmus Students - Out, The Department of Polish Language, Courses, Certificate Exams, Virtual Learning Environment, Events, Presentation about the Department of Foreign Languages, Academic calendar.
2. Offer of courses for Erasmus+ students
3. Courses preparing for studying in Poland, both in Polish and English.
4. Polish history and culture lectures in English
5. Language courses for foreigners
6. Certificate courses and exams (presentation)
7. Presentation promoting DFL in English
8. Presentation promoting the Polish and English language Centre for Foreigners
9. Projects: Welcome to Poland, Tandem, Share your language, share your culture
10. Summer and winter schools
11. Virtual Learning Environment
12. Virtual Polyglot
13. E-enrolment for foreigners.

Program 3. Recruitment, employee assessment and staff training for academic and administrative staff**Procedure 1. Onboarding**

Tools:

1. Regulations concerning an open competition for the position of a teacher, lecturer and senior lecturer of WUST;
2. Excerpt from the Statute of Wrocław University of Science and Technology concerning the recruitment of academic teachers;
3. Promotion criteria for the position of a lecturer and senior lecturer in DFL
4. Onboarding procedure in DFL
5. Assessment criteria of the onboarding process
6. Questionnaire on the onboarding process.

Procedure 2. Maintaining highly professional didactic and administrative staff

Tools:

Lesson observation procedure

1. The observation procedure of organised classes at Wrocław University of Technology.
2. Information on the lesson observations since 2020/2021 at the Department of Foreign Languages of Wrocław University of Science and Technology.
3. Lesson plan form.
4. Lesson plan execution form.
5. Class observation report.

Teacher self-assessment procedure

6. Teacher self-assessment questionnaire
7. Onboarding process evaluation questionnaire.

Periodical employee assessment

8. Summary of professional accomplishments (Polish and English version)
9. DFL Employee assessment file (Polish and English version)
10. Summary activity measure
11. Documents concerning the assessment procedure (e.g., schedule)
12. Administrative staff assessment questionnaire.

Procedure 3. Supporting and monitoring employees' professional development

Tools:

1. Internal trainings – Development days
2. Internal trainings
3. Language trainings in Poland and abroad
4. Post-graduate and doctoral studies
5. Participation in didactic and scientific conferences
6. Reports on participation in various forms of professional development
7. Scientific and didactic publications of DFL staff
8. Organization of conferences, seminars and workshops
9. Membership in linguistic associations
10. Cooperation with language book publishers
11. Cooperation with institutions promoting foreign language learning
12. Participation in internal projects, both Polish and foreign
13. Participation of the Department in competitions

14. Organisational work for DFL and the University
15. Participation in commissions and task teams
16. Summary of professional accomplishments

Program 4. DFL activity promotion in the academic environment

Tools:

1. IT systems
2. Cooperation between DFL and educational organisations and institutions
3. Membership in professional associations
4. Publishing information about DFL and its activity
5. Activity concerning the preparation of the 70th anniversary of DFL
6. Didactic and non-didactic activity to promote multilingual, multicultural and internationalise the language education process.
7. Activity aiming at obtaining accreditation and the creation of the Foreign Language Examination Centre
8. DFL projects
9. Competitions, e.g., the World Culture Week in DFL
10. Own promotional materials
11. DFL website on Facebook and Instagram.