

System for Monitoring, Assessing, and Improving Learning Outcomes at Wrocław University of Economics and Business (Assurance of Learning – AoL)

Glossary of Terms Used in the Document

Assurance of Learning (AoL)

A systematic, data-driven process for assessing the extent to which students achieve key graduate competencies at the degree program level and for using the assessment results to improve degree programs.

WUEB Graduate Competencies

A set of eight key competencies defining the profile of a Wrocław University of Economics and Business graduate. These competencies provide a common competency framework for all degree programs and serve as program-level Learning Goals within the AoL system. Competencies are understood as learning outcomes encompassing knowledge, skills, and social competencies.

Learning Goals

Competency-based goals defining the knowledge, skills, and social competencies that graduates of a degree program are expected to possess. Within the WUEB AoL system, the Graduate Competencies serve as the Learning Goals.

Degree Program Learning Outcomes (Field-Specific Learning Outcomes)

A set of learning outcomes defining the specific educational outcomes achieved by students within a degree program. These outcomes are aligned with the Graduate Competencies and the Polish Qualifications Framework.

Course Learning Outcomes

Educational outcomes achieved by students within a specific course. These outcomes operationalize the degree program learning outcomes and indicate which elements of the competencies are developed through the course.

Course Objectives

General educational objectives defining the scope of knowledge and skills developed within a given course and indicating the course's role in achieving the degree program learning outcomes.

Assessment Points

Selected courses within a degree program in which direct assessment of students' achievement of the Graduate Competencies is conducted through educational assignments (e.g., projects, presentations, etc.) aligned with specific competencies developed within the courses and identified in the respective course syllabi.

Rubrics

Competency assessment tools based on clearly defined criteria and levels of achievement. Rubrics enable consistent and comparable measurement of student competencies across different courses and degree programs.

Direct Assessment

Assessment of Graduate Competencies based on the analysis of students' actual work and performance (e.g., projects, case analyses, reports, or presentations), rather than solely on self-reported information or survey-based opinions.

Indirect Assessment

Assessment of Graduate Competencies based on the analysis of survey data collected from students, graduates, and business representatives, as well as external sources such as the Polish Graduate Tracking System (ELA), etc.

Aggregation of Results

The process of combining rubric-based assessment results to analyze competency achievement at the degree program or University level.

Closing the Loop

The process of using competency assessment results to implement improvements in degree programs and subsequently reassessing outcomes in subsequent AoL cycles.

AoL Cycle

A recurring process comprising competency assessment, analysis of results, implementation of improvement actions, and reassessment in subsequent iterations of degree programs.

1. Principles Governing the WUEB Assurance of Learning System for Assessing, Monitoring, and Improving Learning Outcomes

The Assurance of Learning system for assessing, monitoring, and improving learning outcomes at Wrocław University of Economics and Business (hereinafter referred to as the AoL system) is based on a set of principles that ensure its consistency, transparency, and usefulness in the continuous improvement of educational quality.

1. Principle of Alignment with the University's Mission

The WUEB AoL system is directly aligned with the University's mission and the Graduate Competency Profile. The competencies assessed within the AoL system reflect the values and strategic objectives of Wrocław University of Economics and Business, particularly its responsibility for the future of the economy, society, and business.

2. Principle of Focus on Graduate Competencies

The WUEB Graduate Competencies serve as the reference point for the AoL system and function as program-level Learning Goals. The system focuses on assessing the extent to which students develop key competencies throughout their degree programs.

3. Principle of Direct Assessment of Learning Outcomes

The assessment of competency achievement within the AoL system is based primarily on direct assessment, i.e., the evaluation of students' actual work and performance. Common assessment tools, particularly rubrics, are used for this purpose, enabling consistent and comparable measurement of competencies.

4. Principle of Using Data to Improve Degree Programs

Competency assessment results are not used solely for reporting purposes but serve as a source of information supporting the improvement of degree programs, teaching methods, and methods for assessing learning outcomes. The AoL system supports reflection on educational quality and data-informed decision-making.

5. Principle of Continuous Improvement

The AoL system operates as a recurring cycle comprising competency assessment, analysis of results, implementation of improvement actions, and reassessment of outcomes in subsequent iterations of the degree program. In this way, AoL constitutes an integral component of the continuous improvement of educational quality at WUEB.

2. Purpose and Significance of the Assurance of Learning System for Assessing, Monitoring, and Improving Learning Outcomes at WUEB

Assurance of Learning (AoL) at WUEB is a systematic, data-driven process designed to assess the extent to which students achieve the key Graduate Competencies defined at the degree program level. The AoL system enables the University to confirm, in a structured and measurable manner, that the learning outcomes specified in degree programs are actually achieved and that WUEB graduates develop knowledge, skills, and social competencies aligned with the University's mission and the expectations of external stakeholders.

AoL is not a tool for evaluating individual students, instructors, or individual classes. Its purpose is not to monitor teaching performance in the sense of evaluating academic faculty, but rather to assess learning outcomes at the level of the degree program as a whole. AoL constitutes a program-level quality assurance mechanism that supports the University in identifying strengths and areas requiring improvement.

As part of the AoL process, WUEB defines Graduate Competencies, identifies Assessment Points within degree programs, applies common assessment tools (rubrics), analyzes aggregated results, and uses these results to inform decisions concerning program development and improvement actions. A key element of the AoL system is **Closing the Loop**, which involves implementing improvements based on assessment results and subsequently reassessing outcomes in subsequent assessment cycles.

System Motto

„Ensuring that what we teach is what our students learn“

3. Architecture of the WUEB Assurance of Learning System

The WUEB AoL system is based on a coherent model of relationships among the University's mission, Graduate Competencies, learning outcomes, Assessment Points, rubrics, and improvement actions. Graduate Competencies serve as program-level Learning Goals within the AoL system. They are operationalized through learning outcomes assigned to degree programs and courses, as well as through the assessment criteria specified in the rubrics used at competency Assessment Points. Competency achievement is measured at selected Assessment Points using common assessment rubrics. Data collected through the assessment process are aggregated and analyzed at the degree program level, and the results of these analyses provide the basis for improvement actions undertaken as part of the Closing the Loop process.

WUEB Assurance of Learning (AoL) System



4. Graduate Profile and Competencies as the Foundation of the WUEB AoL System

The WUEB AoL system is founded on the Graduate Profile and the set of Graduate Competencies derived from the University's mission. These competencies define the knowledge, skills, and social competencies that WUEB graduates are expected to possess and provide the basis for formulating Learning Goals within the AoL system. The AoL system serves not only to confirm the achievement of these competencies but also to monitor their continued relevance in light of social, economic, and technological changes and evolving stakeholder expectations.

The WUEB mission is:

"We create a community responsible for the future of the economy, society and business by fostering an environment conducive to the development of knowledge and competences."

Consequently, the WUEB AoL system should be understood as a process that enables the University not only to confirm the achievement of Graduate Competencies, but also to continuously improve degree programs, strengthen their alignment with the University's mission, and intentionally shape the WUEB Graduate Profile from the perspective of long-term development.

5. Structure of Competencies and Learning Outcomes at WUEB as the Basis of the AoL System

The Assurance of Learning system at Wrocław University of Economics and Business is based on an existing multi-level structure of educational objectives and learning outcomes that ensures alignment between teaching delivered at the individual course level and the competencies developed throughout the entire degree program.

At WUEB, the educational process is designed according to a hierarchical and logically interconnected structure:

1. Course Objectives and Course Learning Outcomes

Each course has defined educational objectives and learning outcomes in three categories:

- knowledge,
- skills,
- social competencies.

These outcomes indicate which elements of the competencies students develop within specific courses.

2. Degree Program Learning Outcomes

Learning outcomes assigned to individual courses are aligned with the learning outcomes defined for the entire degree program. At this level, WUEB defines the key Graduate Competencies that provide the basis for developing the Graduate Profile and the educational objectives of the degree program.

3. Learning Outcomes of the Polish Qualifications Framework as a Reference Framework

Degree program learning outcomes are, in turn, aligned with the relevant learning outcomes established under the Polish Qualifications Framework (PQF). These outcomes provide WUEB with an overarching competency framework, ensuring that degree programs comply with national formal requirements and that learning outcomes remain coherent across the University.

This structure enables WUEB to maintain continuity among:

- external requirements (PQF),
- degree program learning outcomes,
- learning outcomes achieved through individual courses and educational activities, as specified in course syllabi.

In the context of AoL, this structure makes it possible to align Graduate Competencies with learning outcomes at both the degree program and course levels and to identify Assessment Points at which competencies can be measured directly and comparably.

6. Vertical Competency Development Across Levels of Study

The Assurance of Learning system at Wrocław University of Economics and Business is based on a coherent set of eight key competencies developed across all levels of study. The same competencies have been defined for first-cycle, second-cycle, and doctoral education, while the expected level of proficiency increases with each successive level of study in accordance with the Polish Qualifications Framework (Levels 6–8).

At the first-cycle level, students primarily develop an understanding of fundamental concepts and the ability to apply knowledge in typical professional contexts. At the second-cycle level, competencies are further developed toward the integration of knowledge, critical analysis, and the ability to solve complex problems. At the doctoral level, competencies focus on conducting independent academic research and creating new knowledge within a given discipline.

This approach ensures **vertical competency development**, whereby educational objectives remain consistent across all levels of study, while expectations regarding their complexity, independence, and depth of mastery progressively increase. This enables the systematic development of Graduate Competencies and ensures the alignment of learning outcomes with international standards of educational quality.

The progression of learning outcomes at WUEB follows the logic presented below:

Level	Characteristics
6 (First-Cycle Studies)	understands, applies, analyzes
7 (Second-Cycle Studies)	integrates, critically evaluates, designs
8 (Doctoral School)	creates new knowledge, advances theory, conducts research

Learning Outcomes – First-Cycle Studies

Competency Name	Competency Description	Alignment with the WUEB Mission	Reference to PQF Learning Outcomes
Discipline Knowledge and Societal-Economic Context	The graduate demonstrates a solid understanding of the key theories, concepts, and methods relevant to their field of study and understands the broader economic, legal, and social conditions shaping contemporary economic activity and professional practice.	This competency supports the WUEB mission by developing a solid theoretical foundation and an understanding of the economic, legal, and social conditions necessary for responsibly shaping the future of the economy and business.	WG/WK
Professional Communication in Business Contexts	The graduate communicates clearly and professionally in written and oral forms, using appropriate specialized terminology and evidence-based argumentation in academic and business contexts.	This competency supports the WUEB mission by preparing graduates to communicate clearly, professionally, and persuasively in academic and business environments, thereby contributing to the development of an informed and responsible community.	UK

Collaboration and Work Organization	The graduate effectively organizes their own work and collaborates in teams to achieve high-quality outcomes that create value for the economy, society, and business.	This competency reflects the WUEB mission by developing the ability to collaborate effectively and organize teamwork, which is essential for jointly creating value for the economy, society, and business.	UO
Lifelong Learning and Self-Development	The graduate demonstrates the ability to independently plan and pursue continuous learning and professional development, adapting their knowledge and competencies to a changing economic, social, and business environment.	This competency supports the WUEB mission by fostering an attitude of continuous learning and adaptation to change, enabling graduates to act responsibly in a dynamically changing economic and social environment.	UU
Problem Solving and Application of Knowledge	The graduate applies knowledge relevant to their field to formulate and solve complex and non-routine economic and business problems by selecting appropriate sources of information, critically analyzing data, and applying appropriate methods and tools, including advanced information technology solutions, under changing professional conditions.	This competency supports the WUEB mission by preparing graduates to solve complex economic and business problems and apply knowledge and analytical tools under conditions of uncertainty.	UW
Critical Thinking for Responsible Business Decisions	The graduate applies critical thinking, recognizes uncertainty and the need to choose among alternative solutions, and makes well-founded decisions that take into account economic, social, and business consequences.	This competency reflects the WUEB mission by developing the ability to critically evaluate information and make decisions that take into account economic and social consequences for the future of the economy and business.	KK
Social Responsibility and Entrepreneurial Initiative	The graduate demonstrates social responsibility by fulfilling civic and professional responsibilities, undertaking activities that serve the public interest, and demonstrating initiative and an entrepreneurial approach to addressing social and economic problems.	This competency supports the WUEB mission by developing graduates who are prepared to act in the public interest, take initiative, and respond entrepreneurially to social and economic challenges.	KO
Responsible and Ethical Professional Practice	The graduate demonstrates integrity, the ability to evaluate situations from an ethical perspective, and professional responsibility in academic and business contexts, taking into account stakeholder expectations and the long-term impact of their actions on society.	This competency supports the WUEB mission by developing ethical conduct, integrity, and professionalism, which constitute the foundation of responsible action in business and society.	KR

Learning Outcomes – Second-Cycle Studies

Competency Name	Competency Description	Alignment with the WUEB Mission	Reference to PQF Learning Outcomes
Deepened Discipline Knowledge and Societal-Economic Context	The graduate demonstrates advanced and integrated knowledge of the key theories, concepts, and methods relevant to the discipline and critically understands the broader economic, legal, and social conditions shaping contemporary economic activity and professional practice. The graduate is able to interpret and evaluate complex phenomena and apply interdisciplinary approaches to the analysis of economic and business problems.	This competency supports the WUEB mission by developing advanced theoretical knowledge and the ability to interpret complex economic, social, and organizational phenomena, enabling graduates to responsibly contribute to shaping the future of the economy, society, and business.	WG/WK

Professional Communication in Business Contexts	The graduate communicates complex ideas and analyses clearly and professionally in written and oral forms, using advanced specialized terminology and evidence-based argumentation in academic and business environments, including international and interdisciplinary contexts.	This competency supports the WUEB mission by preparing graduates to engage in advanced professional communication and to present complex analyses and arguments in academic, expert, and business environments.	UK
Collaboration and Work Organization	The graduate is able to lead and coordinate teams, organize complex tasks and projects, and collaborate effectively in interdisciplinary and multicultural environments to achieve strategic organizational and societal objectives.	This competency reflects the WUEB mission by developing the ability to coordinate teamwork and collaborate in interdisciplinary and international environments, thereby contributing to the joint creation of value for the economy, society, and business.	UO
Lifelong Learning and Self-Development	The graduate independently identifies development needs and designs pathways for advanced professional development, continuously updating their knowledge and competencies in response to changing economic, social, and technological conditions.	This competency reflects the WUEB mission by developing the ability to coordinate teamwork and collaborate in interdisciplinary and international environments, thereby contributing to the joint creation of value for the economy, society, and business.	UU
Problem Solving and Application of Knowledge	The graduate formulates and solves complex and non-routine economic and business problems by integrating knowledge from different fields, critically evaluating available data, and applying advanced analytical methods and digital tools in dynamic and uncertain conditions.	This competency supports the WUEB mission by developing the ability to integrate knowledge from different fields and solve complex economic and business problems under conditions of uncertainty and environmental change.	UW
Critical Thinking for Responsible Business Decisions	The graduate critically analyzes information, models, and assumptions, recognizes uncertainty and conflicting stakeholder interests, and makes responsible decisions that take into account long-term economic, social, and environmental consequences.	This competency reflects the WUEB mission by developing the ability to critically analyze information and make responsible decisions that take into account long-term economic, social, and organizational consequences.	KK
Social Responsibility and Entrepreneurial Initiative	The graduate demonstrates entrepreneurial initiative and social responsibility by identifying opportunities to create innovative solutions and value while taking into account the public interest and the impact of their actions on society.	This competency supports the WUEB mission by developing entrepreneurial initiative and social responsibility in undertaking economic and organizational activities.	KO
Responsible and Ethical Professional Practice	The graduate demonstrates an advanced ability to evaluate situations from an ethical perspective and exercise professional responsibility, taking into account stakeholder expectations, regulatory requirements, and the long-term impact of decisions made in complex professional contexts.	This competency supports the WUEB mission by developing ethical responsibility and professionalism in professional and managerial decision-making.	KR

Learning Outcomes – Doctoral School

Competency Name	Competency Description	Alignment with the WUEB Mission	Reference to PQF Learning Outcomes
Discipline Knowledge and Societal-Economic Context	The graduate demonstrates systematic, theoretically grounded, advanced knowledge within their discipline, including its interdisciplinary connections, and contributes to the creation of new knowledge and a deeper understanding of economic, social, and business phenomena.	This competency supports the WUEB mission by developing the ability to conduct academic research and create new knowledge concerning economic, social, and business phenomena.	WG/WK
Professional Communication in Business Contexts	The graduate effectively communicates research findings and complex theoretical arguments to both specialist and non-specialist audiences, participating in national and international academic and expert discourse.	This competency supports the WUEB mission by preparing doctoral graduates to engage in advanced academic communication and disseminate research findings within academic and broader societal contexts.	UK
Collaboration and Work Organization	The graduate is prepared to contribute to and lead research teams, organizing complex academic and professional activities and contributing to the advancement of knowledge and practice.	This competency reflects the WUEB mission by developing the ability to organize and lead research teams and engage in academic collaboration in an international environment.	UO
Lifelong Learning and Self-Development	The graduate demonstrates intellectual independence and commitment to continuous academic development, identifying new research problems and further developing their competencies throughout their academic and professional career.	This competency supports the WUEB mission by fostering continuous academic and intellectual development and the ability to identify new directions for research and knowledge advancement.	UU
Problem Solving and Application of Knowledge	The graduate designs and conducts original academic research, develops innovative theoretical and methodological approaches, and addresses complex economic and business problems through the creation of new knowledge.	This competency supports the WUEB mission by developing the ability to formulate and address complex research problems and create innovative solutions for the economy and society.	UW
Critical Thinking for Responsible Business Decisions	The graduate critically evaluates theories, empirical data, and research methods, advancing academic knowledge while taking into account uncertainty, limitations, and the ethical implications of research and economic practice.	This competency reflects the WUEB mission by developing the ability to critically evaluate theories, methods, and research findings and to responsibly contribute to the advancement of knowledge and economic practice.	KK
Social Responsibility and Entrepreneurial Initiative	The graduate demonstrates responsibility for the societal relevance of academic research and professional activity by participating in public discourse and undertaking actions aimed at addressing key social and economic challenges.	This competency supports the WUEB mission by developing awareness of the societal significance of academic research and its impact on the development of the economy and society.	KO
Responsible and Ethical Professional Practice	The graduate adheres to the highest standards of research integrity, research ethics, and professional responsibility, ensuring transparency, credibility, and accountability in academic and expert activities.	This competency supports the WUEB mission by fostering the highest standards of research ethics, academic integrity, and social responsibility.	KR

Alignment of WUEB Graduate Competencies with the University's Mission, the Polish Qualifications Framework (PQF), and the AoL System

WUEB Competency	Learning Goal (AoL Learning Goal)	Alignment with the WUEB Mission	PQF (Levels 6–8)	Reference to PQF Learning Outcomes
Discipline Knowledge and Societal-Economic Context	The graduate demonstrates knowledge of key concepts, theories, and methods relevant to the discipline and understands the economic and social context in which the economy and business operate.	Developing the knowledge and competencies necessary to responsibly shape the future of the economy, society, and business.	PQF 6 – understanding fundamental concepts and theories; PQF 7 – advanced and integrated knowledge; PQF 8 – advancing and creating new knowledge.	WG, WK
Professional Communication in Business Contexts	The graduate communicates clearly and professionally in written and oral forms, using appropriate specialized terminology and evidence-based argumentation.	Building a responsible community through informed and professional communication in academic and business environments.	PQF 6 – clear communication in typical situations; PQF 7 – communicating complex content in professional environments; PQF 8 – communicating research findings and complex concepts.	UK
Collaboration and Work Organization	The graduate collaborates effectively in teams and organizes work to achieve shared outcomes and create value for organizations and society.	Co-creating value for the economy, society, and business through collaboration and responsible teamwork.	PQF 6 – effective collaboration in teams; PQF 7 – coordinating teamwork; PQF 8 – leading research or project teams.	UO
Lifelong Learning and Self-Development	The graduate is able to plan and pursue their own professional development and continue learning in a changing economic and social environment.	Developing an attitude of continuous learning and adaptation to change in a dynamic economic and social environment.	PQF 6 – planning one's own development; PQF 7 – independently identifying development needs; PQF 8 – academic development and the creation of new areas of knowledge.	UU
Problem Solving and Application of Knowledge	The graduate identifies, analyzes, and solves economic and business problems using appropriate information sources, analytical methods, and technological tools.	Preparing graduates to solve complex economic and business problems in practice.	PQF 6 – solving typical problems; PQF 7 – solving complex problems under conditions of uncertainty; PQF 8 – creating new solutions and research concepts.	UW
Critical Thinking for Responsible Business Decisions	The graduate critically evaluates information, analyzes arguments, and makes decisions that take into account their economic, social, and organizational consequences.	Developing the ability to make responsible decisions that influence the future of the economy and society.	PQF 6 – evaluating information and arguments; PQF 7 – critically analyzing models and theories; PQF 8 – developing new theoretical and methodological approaches.	KK
Social Responsibility and Entrepreneurial Initiative	The graduate demonstrates entrepreneurial initiative and awareness of social responsibility in economic and professional activities.	Supporting the responsible development of the economy through entrepreneurial initiative and actions serving the public good.	PQF 6 – awareness of the societal role of organizations; PQF 7 – initiating innovative activities; PQF 8 – contributing to socioeconomic development through research and innovation.	KO
Responsible and Ethical Professional Practice	The graduate demonstrates integrity, professional responsibility, and the ability to make decisions consistent with the principles of ethics and professionalism.	Building an academic and business community based on ethics, responsibility, and trust.	PQF 6 – acting in accordance with ethical principles; PQF 7 – making responsible professional decisions; PQF 8 – adhering to the highest standards of academic and professional ethics.	KR

The competency progression presented in the table below illustrates how the key Graduate Competencies of Wrocław University of Economics and Business are developed across successive levels of study aligned with the Polish Qualifications Framework (Levels 6–8). The same competencies provide a common foundation for all degree programs, while their complexity, the level of independence required, and the depth of mastery increase at each successive level of education. This approach ensures the coherence of the Assurance of Learning system and enables the systematic development of Graduate Competencies from first-cycle studies through second-cycle studies to doctoral education.

Progression of WUEB Graduate Competencies Across Levels of Study (PQF 6–8)

WUEB Competency	First-Cycle Studies – PQF 6	Second-Cycle Studies – PQF 7	Doctoral Education – PQF 8
Discipline Knowledge and Societal-Economic Context	The graduate demonstrates knowledge of the key theories, concepts, and methods relevant to the discipline and understands the fundamental economic, legal, and social conditions in which business operates.	The graduate demonstrates advanced and integrated knowledge within the discipline and is able to interpret complex economic and social phenomena in their institutional and global contexts.	The graduate demonstrates systematic knowledge at the highest level within the discipline and the ability to develop new concepts and theories concerning economic and social phenomena.
Professional Communication in Business Contexts	The graduate communicates clearly and professionally in oral and written forms, using appropriate specialized terminology.	The graduate is able to communicate complex analyses and arguments in academic and professional environments, including international contexts.	The graduate is able to communicate research findings and complex theoretical concepts in academic and societal contexts and participate in academic and expert discourse.
Collaboration and Work Organization	The graduate collaborates effectively in teams and organizes their own work to achieve shared outcomes.	The graduate is able to coordinate teamwork and perform complex tasks in interdisciplinary and international environments.	The graduate is able to organize and lead research teams and collaborate in international research projects.
Lifelong Learning and Self-Development	The graduate is able to plan their own development and continue learning in a changing economic environment.	The graduate independently identifies development needs and enhances their professional and intellectual competencies.	The graduate develops new areas of knowledge and independently undertakes academic and research activities.
Problem Solving and Application of Knowledge	The graduate applies knowledge to solve typical economic and business problems using appropriate methods and tools.	The graduate integrates knowledge from different fields and solves complex economic problems under conditions of uncertainty.	The graduate formulates and addresses complex research problems and creates new theoretical and practical solutions.
Critical Thinking for Responsible Business Decisions	The graduate is able to apply critical thinking when evaluating information and make decisions that take into account their economic and social consequences.	The graduate critically analyzes models, theories, and data and makes responsible strategic decisions.	The graduate develops new research and methodological approaches and contributes to the advancement of knowledge within the discipline.
Social Responsibility and Entrepreneurial Initiative	The graduate demonstrates awareness of social responsibility and initiative in undertaking economic and organizational activities.	The graduate initiates innovative and entrepreneurial activities while taking into account their societal impact.	Through research and expert activities, the graduate contributes to addressing key socioeconomic challenges.
Responsible and Ethical Professional Practice	The graduate acts in accordance with the principles of ethics and professional responsibility.	The graduate makes responsible professional and managerial decisions, taking into account the interests of different stakeholders.	The graduate adheres to the highest standards of research ethics, academic integrity, and social responsibility.

7. Competency Assessment Points in Degree Programs

A key element of the Assurance of Learning system at Wrocław University of Economics and Business is the identification of competency Assessment Points within degree programs, i.e., points in the educational process at which the level of achievement of selected Graduate Competencies can be assessed directly and comparably. Within the WUEB AoL system, competencies are not assessed in every course. Instead, assessment takes place in carefully selected courses and through educational assignments that serve as representative points for assessing learning outcomes at the program level. This approach enables the University to focus on assessing key educational outcomes while ensuring the feasibility and consistency of the assessment process across the University.

WUEB has an established system for mapping Graduate Competencies and learning outcomes within degree programs. The mapping identifies the courses in which individual competencies and learning outcomes are developed and assessed. This system takes the form of a competency and learning outcomes matrix available to students and instructors through the E-SYLLABUS system. The matrix provides the basis for identifying competency Assessment Points within the Assurance of Learning system.

1. Principles for Selecting Assessment Points

Competency Assessment Points within the AoL system are selected according to the following principles:

- assessment takes place in courses in which a given competency is actually developed and constitutes a significant component of the learning outcomes, as specified in the respective course syllabi;
- whenever possible, Assessment Points are located toward the final stage of the degree program to enable the assessment of student competencies at a level corresponding to the Graduate Profile;
- assessment is also conducted in degree seminars, which are considered key Assessment Points for competencies achieved at the final stage of the educational process;
- competency assessment is based on assignments requiring the integration of knowledge and skills (e.g., projects, case analyses, reports, presentations);
- Assessment Points should enable the application of common rubrics and the collection of comparable results across student groups and degree programs.

2. WUEB Competency Assessment Model

The assessment model is based on a limited number of courses, enabling the efficient and effective implementation of the rubric-based assessment system and the collection of data on the achievement of Graduate Competencies.

For each degree program, the following are identified:

- courses serving as Assessment Points in which selected competencies (knowledge, skills, and social competencies) are assessed;
- key educational assignments within each course (a project, presentation, research project, or test-based examination in the case of knowledge assessment) that provide the basis for rubric-based assessment.

This approach enables the collection of data on competency achievement at the program level while maintaining organizational feasibility.

3. Nature of Assessment – Direct Assessment of Competencies

Competency assessment within the WUEB AoL system is based on **Direct Assessment**, meaning that it relies on the evaluation of students' actual work and performance rather than solely on

self-reported information or survey-based opinions. Competencies are assessed using common rubrics that enable the level of learning outcome achievement to be measured consistently and comparably.

8. Rubrics as a Tool for Competency Assessment in the WUEB AoL System

Within the Assurance of Learning system at Wrocław University of Economics and Business, rubrics (the rubric-based assessment system) constitute the primary tool for the direct assessment of Graduate Competencies. Rubrics enable measurable, comparable, and transparent assessment of the extent to which students achieve program-level competencies at selected Assessment Points. Rubrics allow competencies to be assessed according to common criteria and clearly defined levels of achievement, ensuring consistency of assessment across different student groups, instructors, and degree programs. In the case of knowledge assessment, direct examination or test results are converted into the common four-level AoL scale. Therefore, knowledge achievement is assessed on the basis of direct student performance in the examination or test and does not require the application of a descriptive competency rubric.

Rubrics perform several key functions within the WUEB AoL system:

- enable direct assessment of Graduate Competencies at the degree program level,
- provide consistent criteria for competency assessment across different courses,
- enable the aggregation of results at the degree program and University levels,
- provide data to support improvement decisions within the Closing the Loop process,
- strengthen a culture of educational quality based on evidence and measurable learning outcomes.

The rubrics used within the WUEB AoL system describe competencies through a set of assessment criteria and four levels of achievement. Each rubric specifies:

- which elements of the competency are assessed,
- the expected standards of competency achievement at the graduate level,
- the levels of competency development that can be distinguished (e.g., from basic to advanced).

Each rubric used within the AoL system consists of three assessment criteria describing different aspects of a given competency. These criteria enable a more precise assessment of the skills being developed and the identification of specific elements of the competency that require further improvement. Student competencies are assessed using four-level rubrics describing the level of competency development:

- 1 – Below Expectations
- 2 – Basic
- 3 – Proficient
- 4 – Advanced

Level 3 – Proficient corresponds to the expected competency standard for a graduate of Wrocław University of Economics and Business.

Competency assessment is based on the results achieved for the individual rubric criteria. Where a rubric includes several criteria, the final competency score is calculated as the average of the scores obtained for the individual criteria.

The following criterion for success has been adopted within the WUEB AoL system:

- at least 75% of students achieve a competency level of 3.0 or higher, corresponding to the Proficient or Advanced level on the rubric scale.

In addition to the overall level of competency achievement, results for individual rubric criteria are also analyzed. This makes it possible to identify specific areas of competency that require strengthening within the educational process and to plan improvement actions more precisely. Where the level of competency achievement falls below the established threshold, the analysis results provide a basis for more in-depth reflection on the degree program and for considering improvement actions, including modifications to teaching methods, methods of assessing learning outcomes, or elements of the degree program. The established competency achievement thresholds may be further refined in the future as the AoL system develops and additional data on student achievement of learning outcomes are collected.

Rubric assessment results are aggregated at the degree program level and used for AoL reporting and for identifying areas requiring improvement.

9. Process for AoL Data Collection and Reporting at WUEB

An effective Assurance of Learning system requires not only clearly defined competencies and assessment tools (rubrics), but also a consistent and secure process for collecting data and reporting results at both the degree program and University levels. At Wrocław University of Economics and Business, the AoL data collection process is based on the MS Teams digital infrastructure, which serves as the primary environment for educational communication at WUEB and is used across all student groups.

9.1. MS Teams as the Environment for Competency Assessment

The AoL data collection process is conducted using the MS Teams infrastructure. At selected Assessment Points, instructors assess student assignments using the assigned AoL rubrics. This solution enables consistent, secure, and scalable collection of data on the achievement of Graduate Competencies.

9.2. Competency Assessment Using Rubrics

At each Assessment Point, the instructor assesses students using the assessment method assigned to the respective competency. For competencies assessed through descriptive rubrics, the rubric is attached to the assignment in a standardized manner, in accordance with the WUEB model AoL rubrics. In the case of knowledge assessment, examination or test results are converted into the common four-level AoL scale.

The process includes:

- assessing a competency through a single assessment assignment,
- applying a common rubric-based assessment tool,
- selecting the appropriate level of competency achievement in the rubric by the instructor,
- enabling the collection of comparable data regardless of the student group or degree program.

This approach ensures consistency of assessment while minimizing additional administrative workload for instructors. To ensure consistency and comparability of competency assessments, instructors participating in the AoL process use common rubrics containing detailed descriptors of competency achievement levels. Detailed descriptions of the assessment criteria and achievement levels reduce the risk of differences in interpretation and support the consistent application of assessment standards across different student groups and degree programs. Where a competency is assessed concurrently by multiple instructors, calibration activities may be conducted, including joint interpretation of rubric criteria, review of sample student work, and discussion of how competency achievement levels should be assigned.

9.3. Centralized Collection of Results and Data Aggregation

Rubric assessment results are systematically collected by the Teaching Quality Assurance Center and other WUEB units designated by the Rector's Committee for AoL. An important principle of the WUEB AoL system is that the data collected are aggregated and are used to assess competency achievement at the degree program level rather than to evaluate individual students or instructors. The results used within the AoL system provide the basis for analyzing educational quality at both the degree program and University levels. The collected data are subsequently submitted to the Rector's Committee for AoL as part of the University-wide system for monitoring the achievement of Graduate Competencies. The data are stored by the Teaching Quality Assurance Center.

10. Assurance of Learning Implementation Cycle and Schedule

The WUEB Assurance of Learning system operates according to a cyclical schedule for the assessment, analysis, and improvement of learning outcomes. The purpose of this model is to ensure regular assessment of Graduate Competency achievement and the systematic use of assessment results to improve degree programs. Each Graduate Competency serving as a Learning Goal is subject to direct assessment within the AoL system at least once every two years. The assessment cycle includes the assessment of competency achievement at designated Assessment Points, analysis of the results, and implementation of improvement actions resulting from the Closing the Loop process.

AoL assessment results are analyzed annually at the degree program level by Program Managers and Field of Study Boards. The annual review of results includes:

- analysis of the level of Graduate Competency achievement,
- identification of areas requiring improvement,
- evaluation of the effectiveness of previously implemented quality improvement actions,
- recommendations for changes to degree programs, teaching methods, and methods of assessing learning outcomes.

The AoL reporting process is cyclical and includes the preparation of degree program-level reports and consolidated reports at the University level. AoL reports constitute an element of the WUEB educational quality monitoring system and are used in periodic degree program review and educational quality improvement processes. In subsequent AoL cycles, competencies are reassessed, enabling the University to evaluate the effectiveness of implemented improvement actions and monitor changes in students' achievement of learning outcomes.

AoL Cycle Component	Frequency
Analysis of Results at the Degree Program Level	annually
Degree Program AoL Report	annually
Review of Improvement Actions	annually
Update of Rubrics and Assessment Points	as needed
Comprehensive Review of the AoL System	every 4–5 years

11. Analysis of Assurance of Learning Results at the Degree Program Level

The analysis of AoL results is conducted at the degree program level and complements the Internal Educational Quality Assurance System. AoL provides direct empirical data on the achievement of Graduate Competencies, which are used in the review and improvement of degree programs.

The primary level for analyzing AoL results is the degree program level, for which Program Managers are responsible under the supervision of the Dean for Education. The analysis of AoL

results at the degree program level includes, in particular:

- assessment of the extent to which students in a given degree program achieve selected competencies (knowledge, skills, and social competencies),
- identification of areas requiring strengthening or modification within the educational process,
- comparison of results across successive AoL assessment cycles,
- consideration of AoL results in relation to other sources of information on educational quality used at WUEB (including student survey results, class observations, Graduate Career Monitoring, data from the ELA system, and graduate surveys).

The results of the AoL analysis are used by the Program Manager and the Field of Study Board as one of the tools for:

- reviewing and improving the degree program,
- assessing the alignment of course learning outcomes with degree program learning outcomes,
- recommending changes to teaching methods and methods of assessing learning outcomes,
- identifying development needs related to student competencies.

Conclusions drawn from the analysis of AoL results may provide the basis for:

- developing proposals for changes to the degree program,
- modifying course syllabi,
- identifying areas requiring teaching or methodological support.

The AoL results analysis process is integrated into the existing WUEB mechanisms for:

- monitoring educational quality,
- periodic review of degree programs,
- quality improvement activities undertaken at the degree program level.

In this context, AoL plays a complementary and reinforcing role by providing direct empirical data on students' achievement of key competencies in alignment with the mission and strategy of Wrocław University of Economics and Business.

The AoL competency assessment system constitutes an integral component of the Internal Educational Quality Assurance System and is regarded as one of the key sources of information on the achievement of learning outcomes at the degree program level. This approach enables a sustainable integration of Graduate Competency assessment with degree program review and improvement processes while maintaining alignment with WUEB's applicable internal regulations.

12. Closing the Loop Through the Use of AoL Results

The primary purpose of the AoL system at Wrocław University of Economics and Business is not merely to collect data on the achievement of Graduate Competencies, but to use these data purposefully in the process of improving degree programs. This mechanism, referred to as Closing the Loop, constitutes a key element of the continuous improvement of educational quality.

Closing the Loop within the WUEB AoL system is based on the following sequence of activities:

- 1. Competency Assessment** – direct assessment of the achievement of selected Graduate Competencies using rubrics at designated Assessment Points.

- 2. Analysis of Results** – interpretation of aggregated AoL results at the degree program level.
- 3. Identification of Areas for Improvement** – identification of competencies or elements of the educational process that require strengthening.
- 4. Improvement Actions** – planning and implementation of improvements to the degree program or the delivery of courses.
- 5. Reassessment** – assessment of the effects of implemented changes in the subsequent AoL cycle.

This process is cyclical and enables the systematic improvement of educational quality based on empirical data.

AoL results are used primarily at the degree program level. The Program Manager, in collaboration with the Field of Study Board, analyzes competency assessment results and initiates improvement actions appropriate to the specific characteristics of the degree program.

These actions, undertaken under the supervision of the Dean for Education, may include, in particular:

- modification of the content or structure of the degree program,
- modification or clarification of learning outcomes,
- introduction of new or modified educational assignments,
- strengthening of selected teaching methods (e.g., project-based learning or case analysis),
- adjustment of methods used to assess learning outcomes.

The scope and nature of the actions undertaken are determined in each case according to the scale and significance of the identified areas requiring improvement.

An important element of the Closing the Loop process is the documentation of both AoL results and the actions undertaken on their basis. This documentation enables:

- tracking changes introduced into degree programs,
- evaluating the effectiveness of improvement actions in subsequent AoL cycles,
- ensuring transparency of the educational quality assurance process.

AoL results and decisions concerning improvement actions are documented and used in periodic degree program reviews and subsequent AoL cycles. This process strengthens a culture of educational quality based on data, shared responsibility, and continuous improvement.

13. Governance Structure of the WUEB Assurance of Learning System

The effective operation of the University's AoL system requires a clearly defined governance structure based on collaboration among the units and roles already functioning within WUEB's educational quality management system. The Dean for Education provides oversight and overall management of the process as the unit with comprehensive responsibility for educational quality processes and degree programs at WUEB. The Dean for Education performs this role with the support of the Rector's Representative for Educational Quality Assurance within the scope of responsibilities assigned by the Rector.

The Program Manager plays a key role in the WUEB AoL system and is responsible for using AoL results at the degree program level. In particular, the responsibilities of the Program Manager include:

- participating in the analysis of aggregated Graduate Competency assessment results for the respective degree program,

- initiating discussions of AoL results within the Field of Study Board,
- developing proposals for improvement actions based on the AoL analysis,
- monitoring the implementation of agreed improvement actions in subsequent educational cycles.

The Program Manager serves as a link between AoL results and program-level practice, ensuring that competency assessment data are used in educational quality management at the degree program level.

Role of the Teaching Quality Assurance Center

The WUEB Teaching Quality Assurance Center serves as a unit supporting the operation of the AoL system and ensuring its alignment with the educational quality principles applicable at WUEB.

In the context of AoL, the role of the Teaching Quality Assurance Center includes, in particular:

- developing the rubric-based assessment system for individual competencies within degree programs, in consultation with the Dean for Education and Program Managers and with the support of other WUEB units,
- conducting the data collection process with the support of other University units designated by the Rector's Committee for Assurance of Learning,
- providing substantive and organizational support for educational quality assurance processes,
- supporting the alignment of AoL solutions with the Internal Educational Quality Assurance System,
- contributing to the dissemination of good practices related to the use of AoL results,
- collaborating with other University units to further develop a culture of quality.

The Teaching Quality Assurance Center does not replace program-level responsibility but supports the development of the AoL system as part of WUEB's broader educational quality ecosystem.

Role of the Rector's Committee for Assurance of Learning

At the University level, the Rector's Committee for Assurance of Learning performs a coordinating and strategic role in the development of the AoL system. The Committee serves as a forum for collaboration and information exchange among the units involved in AoL implementation and is responsible for ensuring a consistent approach to Graduate Competency assessment across the University. The Committee's activities support the gradual development of the AoL system and its future integration with the educational quality assurance system.

Principle of Shared Responsibility and System-Wide Coherence

The governance structure of the WUEB AoL system is based on the principle of shared responsibility, whereby:

- the degree program level is responsible for the substantive use of AoL results,
- central units provide support, consistency, and further development of the system,
- the University level coordinates AoL and establishes directions for its further development.

This governance model enables flexible implementation of the AoL system, its gradual improvement, and its sustainable integration into the educational quality culture of Wrocław University of Economics and Business.