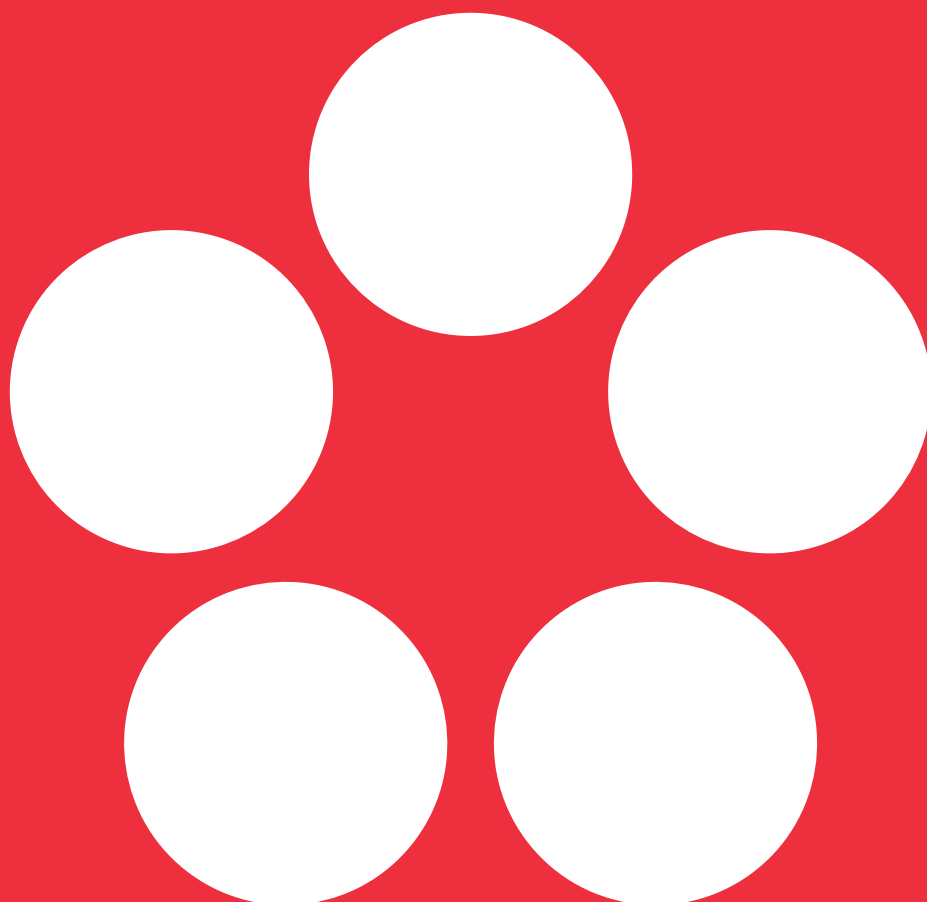
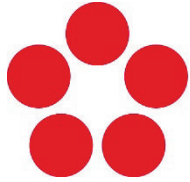


Jihočeská univerzita
v Českých Budějovicích
University of South Bohemia
in České Budějovice

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The Report on the Internal Evaluation
of the Quality of Educational, Creative
and Related activities





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The University of South Bohemia in České Budějovice
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The submitted Report on the Internal evaluation of the Quality of Educational, Creative and Related Activities at the University of South Bohemia in České Budějovice was:

- considered by the USB Scientific Board on 28 February 2018,
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- considered by the USB Board of Trustees on 7 March 2018.

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1 INTRODUCTION

The Report on Internal Evaluation of the Quality of Educational, Creative and Related Activities at the University of South Bohemia in České Budějovice (hereinafter referred to as the USB) was prepared in accordance with the requirements of Act No. 111/1998 Coll., on Higher Education Institutions and on amendments to some other acts (the Higher Education Act), as amended, Section 77b (3) b). It is a document summarising quality assurance and evaluation at all levels within the USB and summarizing the results of this evaluation, specifically for the USB as a university-type higher education institution. At the same time, the quality evaluation and its assurance are considered to be one of the basic tools of the USB management pursuant to the Strategic (Long-Term) Plan of Educational and Scientific, Research, Development and Innovation, Artistic or Other Creative Activities of the UBS (hereinafter referred to as the USB Strategic Plan) for 2016 – 2020 and the annual Plans for Implementation of the USB Strategic Plan.

As a top centre of education, independent knowledge and creative activities, the USB focuses on the scientific, cultural, social, and economic development of society, thereby fulfilling the mission of a university-type higher-education facility pursuant to Section 1 of the Higher Education Act. Pursuant to Section 1 of the Act referred to above, the USB Statute (Article 2) and the USB Strategic Plan (formerly referred to as the Long-Term Plan) for 2016 - 2020, it is **the fundamental mission of the USB to develop educational achievements, and promote independent knowledge and creative activities in research and development while actively meeting its social responsibility in the economic, social, cultural, and environmental fields.** These are the foundations upon which the visions and values of the USB rest.

It is the vision of the USB to achieve the following by 2020:

- to be a university which is of benefit to the city and the region,
- to be a highly sought-after, friendly university, as well as being one of the top universities in the Czech Republic,
- to be a university able to compete on both the European and global levels.

The values of the USB include:

- being professional – the USB draws upon highly qualified, competent staff in all areas of its activities,
- being international – the USB builds upon international cooperation at the global level, placing particular emphasis on the Danube-Vltava Region,
- being open – the USB is open to accept and share new ideas and approaches, as well as to building new partnerships,
- being ambitious – the USB is a responsive institution and sets ambitious goals in all its fields of activities,
- being integrative – the USB brings together internal and external partners and provides an environment in which their ideas may be expressed and implemented.

The principal goal of the USB as a research organisation is to conduct independent fundamental research, industrial research and experimental development and publicly disseminate the outputs of these activities through teaching, publishing or knowledge transfer. **Educational activities and related activities in the field of science and research, development and innovation, art and other creative activities** (hereinafter the “creative activities”) **at the USB are offered as different majors in the economic, humanities, pedagogy, natural science, social, technical, art, medical and agricultural fields of study, all of which are on an international level.** In addition to educational and creative activities, the USB also engages in ancillary activities within the meaning of Section 20 of the Act, helping to fulfil the mission of the USB.

2 STRUCTURE OF THE USB MANAGEMENT AFTER THE HIGHER EDUCATION ACT AMENDMENT

Under the Higher Education Act, the USB is a **public university-type high education institution**. The statutory body is the Rector who acts and decides on all matters related to the USB that are not entrusted to the competence of other authorities under the law or an internal regulation. Self-governing bodies founded by the USB in accordance with the Higher Education Act are referred to in Section 7 of the Act. Pursuant to Section 7 (1) d), the USB also founded **the USB Internal Evaluation Board that has been entrusted to the competence of the USB Scientific Board referred to in Section 12 (1) b) and c) of the Act. USB Internal Evaluation Board also performs activities according to Sec. 12a (4) a) through d) of the Act and comments on queries or issues related to implementation of degree programmes provided at USB, which the Rector will submit to it for assessment**. The competence, authority and responsibility of the above bodies are further specified in the relevant internal USB rules that also define the fundamental scope of competence, authority and responsibility of bodies within different USB components regarding activities and acts that concern the creation and performance of degree programmes. In more detail, the activities of the relevant bodies within USB components are regulated in faculty's internal regulations and Dean's or Vice-Dean's ordinances that must always comply with higher regulations with which they form a functional unit.

Authority and responsibilities for the quality of educational activities, creative activities and related activities are defined at all levels of USB management. The USB management structure is given by law and USB internal regulations. The university is headed by Rector; USB executives within the meaning of Section 9 (1) a) of the Act and the USB Statute are the Rector, Vice-Rectors, the Bursar and the Deans of faculties; the Rector's Advisory Board is made up by the Deans of all faculties, the Vice-Rectors, the Bursar and other executives at the discretion of the Rector, among others the directors of the USB Academic Library of the USB Residential Halls and Cafeterias, as representatives of workplaces providing the main related activities of the USB. The USB management structure is described in Article 13 of the USB Statute.

The basic description of the internal quality assurance and evaluation system of educational, creative and related activities, its individual processes, bodies and other relevant actors at the level of the university and its individual components includes **the Rules of Quality Assurance System for Educational, Creative and Related Activities at the USB**. The authority and responsibility for the quality of educational activities, creative activities and related activities are further developed by the USB Organisation Regulations, the USB Rectorate Regulations and the organisational regulations of individual faculties, and by relevant measures, regulations and methodologies issued at the university level in the Rector's, Vice-Rector's or Bursar's Ordinances, and at the faculty level issued by the Dean, Vice-Dean or the Secretary. All of the above regulations together form a functional unit which is subject to regular reviews both at the level of individual faculties and at the level of the university.

Through its Statute, the USB founded the USB Internal Evaluation Board which assesses the accreditation intentions of degree programmes, or entire proposals for accreditation materials, provides its opinion of their quality as well as of the quality of existing degree programmes, including lifelong learning programmes, the quality of creative activities of the faculties and the quality of related activities. The USB Internal Evaluation Board also prepares supporting documents for this self-evaluation report, or the report itself.

The quality of habilitation procedures and the appointment of professors, as well as their accreditation, are overseen by the Scientific Boards of faculties and the USB Scientific Board that is also in charge of approving applications for institutional accreditation, subject to discussions and approval by Rector's Advisory Board and the Scientific Boards Councils of the faculties.

All members of the USB academic community are also involved in the discussions concerning materials submitted for consideration under Section 9 of the Act through elected representatives in the Academic Senates of the faculties and the USB Academic Senate (from among students and academics staff members) and through feedback mechanisms; one student is also a member of the JU Internal Evaluation Board. The academia community – as a community of academic staff members and students – is fully functionally involved in the decision-making processes at the USB, it is also the guarantor of the academic freedoms of the community as a whole and of its individual members.

The USB Ethics Committee is also a university-wide body (founded in 2013) and students at individual faculties have to follow the **Student Disciplinary Codes** issued by the faculties, or the faculty **Disciplinary Boards**. **The Code of Conduct** applies equally to academic and other USB staff members and students. In addition to the Code of Conduct, there are also specific documents dealing with ethical issues concerning research and publishing activities and workplace harassment.

Faculty bodies are specified by the Act, namely Section 25; their definitions are also provided in internal regulations of the USB as a whole, especially the USB Statute, which, under Section 22 (1) of the Act, defines the structure of faculties, workplaces and special-purpose facilities of the USB in Article 12.

USB is made up by **eight faculties**:

- The Faculty of Economics,
- The Faculty of Arts,
- The Faculty of Education,
- The Faculty of Science,
- The Faculty of Fisheries and the Protection of Waters,
- The Faculty of Theology,
- The Faculty of Health and Social Sciences,
- The Faculty of Agriculture.

Under Section 22 (1) c) of the Act, workplaces include:

- The Academic Library,
- The British Centre,
- The Information Technology Centre,
- Goethe Centre.

Under Section 22 (1) d) of the Act, special-purpose places include:

- Residential halls and cafeterias,
- Preschool facility (the Kvítek Children's Group).

In addition to the above, **other workplaces with university-wide scope of competence** can be mentioned; these fall under the management of one of the Vice-Rectors (Vice-Rector for Student Affairs, Vice-Rector for Science and Research):

- the USB Support Centre for Students with Special Needs,
- EPISTEME Publishing House.

A faculty is headed by the Dean and another faculty body is the secretary; faculty management includes Vice-Deans, other executives under the Faculty's organisational structure are the heads of departments (directors of faculty institutes/centres) and other faculty workplaces; from the pedagogical process' perspective, the responsibility of degree programme guarantors is also important.

Other components and special-purpose facilities have their heads (directors) and, depending on the size of the component, also a detailed organisational structure which, given its size, applies to the USB Academic Library, USB residence hall and cafeterias, and the USB IT Centre.

The relationship between the bodies and the executive staff of the USB is analogous to the university-wide level; besides a methodological procedure, the unified element is the Rector's Advisory Board which coordinates the work of all university components, deliberates changes in measures that affect the authority and competences of various components. At the faculty level, meetings of a wider Dean's Advisory Board act as an advisory board (meetings with the heads of departments and other faculty workplaces) and powers and responsibilities of faculty bodies and employees are defined at all levels.

Students are involved in the decision-making processes in accordance with the Act (Section 27) and in accordance with election regulations of faculties in the position of members of the faculty Academic Senates, they participate in their activities (including as Vice-Chairs of the Academic Senate from among students); meetings between academic staff members of a given faculty and the Dean (faculty management) are organized every year and individual departments/programmes organise meetings of academic communities of the departments/programmes where functional discussions between members of faculty academic communities, students and teachers happen. Student representatives also sit on faculty boards (scholarship, disciplinary, etc.) and on degree programmes boards according to the type and nature of the faculty.

3 QUALITY ASSURANCE SYSTEM AT THE USB

The Internal Quality Assurance System for educational, creative and other related activities and the system for conducting internal evaluations of the quality of the educational, creative and other related activities of the USB (hereinafter only referred to as the "Internal Quality Assurance and Evaluation System") is detailed in several interdependent internal regulations and other relevant USB documents, all of which are aimed at defining, describing and developing the Internal Quality Assurance and Evaluation System of the USB, its individual processes, tools and elements in compliance with the mission of the USB. **The fundamental principle behind the development of the Internal Quality Assurance and Evaluation System of the USB is to take a coordinated, cross-sectional approach, and to find common and unified solutions and tools for the USB to use.**

Apart from the USB Statute, the Internal Quality Assurance and Evaluation System is laid out particularly in the **Rules of a Quality Assurance System for Educational, Creative and Related Activities and Conducting Internal Evaluations of the Quality of Educational, Creative and Related Activities of the University of South Bohemia** (hereinafter "the Rules", or the "Quality Assurance System Rules"). The Rules are motivated by the effort to continually improve the quality of educational, scientific, research, development and innovating activities, as well as artistic activities and other related activities enhancing the development of studies, students, teachers, scientists and other members of the staff at the USB, for which purpose the USB **uses feedback procedures**. Therefore, external stakeholders are involved as well, particularly by means of specialised colloquia, sessions, questionnaire surveys and enquiries. These Rules aim at contributing to the development of a free academic environment, to the strengthening of the national and international bearing of USB activities, building and spreading a high standing at the USB, advancing human knowledge, increasing the quality of outcomes in research and art and the training of future USB graduates to give students adequate standing in the international labour market in the field/ fields of education offered at the USB. The Rules rely on long-term strategic USB documents, particularly the USB Strategic Plan and the annual Plans for the Implementation of the USB Strategic Plan, the USB Code of Ethics, the long-term **missions and visions of the USB** as a public university-type higher education institution, as well as the applicable legislation, **Standards and guidelines for quality assurance in the European tertiary education area** and the **Declaration of Social Responsibility of the USB in relation to educational activities** from 2016. Quality evaluations of the USB can be found in balance sheet documents, annual activity reports and annual economic management reports of the USB, and, to a certain extent, in the strategic documents of faculties and reports on annual activities and the economic management of various faculties.

Apart from the Rules, quality assurance also relies on other internal regulations of the USB, particularly the USB Study and Examination Regulations, the Bursary Code of the USB, the Rules of Academic Staff Recruitment at the USB, the USB Internal Evaluation Board Statute and Rector's and Dean's Ordinances and Bursar's, Vice-Rector's and Vice-Dean's Guidance Notes and the management staff of other units of the University which are connected with the internal regulations. Quality assurance is a part of the USB's strategic development, and it is therefore governed principally by the Rector's ordinance that issues **Rules for the Creation, Approval and Publication of USB Strategic Documents**, as well as related ordinances from individual faculties and other constituent parts of the University.

Quality evaluations are composed of several independent processes and are carried out on several management levels, i.e. at the USB level, the faculty level and at the level of other parts of the USB and its faculties, at the level of fields of education, degree programmes and individual courses as defined by the law and related legislation.

The Internal Quality Assurance and Evaluation System at the USB has been developed over the long term, and the adoption of the amendment to the Higher Education Act made it necessary to adapt the system to the legal requirements laid down by the Higher Education Act and applicable accreditation standards. As for its content, the Internal Quality Assurance and Evaluation System at the USB is based on three vital areas: ensuring the quality of educational, creative and related activities. Each of these three areas has their own mechanisms and procedures for ensuring, evaluating and ensuring the continual improvement of quality.

Educational activities and related creative activities represent an integral whole, whose principal goal is to ensure that the University's studies follow the current state of scientific knowledge, potentially based on the teaching staff's approaches, and using modern methods, forms of education and study aids. The quality of educational and creative activities is assured and evaluated both in relation to the degree programmes on offer and the implemented lifelong learning programmes. Apart from the Higher Education Act, minimum requirements for the quality of educational activities, i.e. ensuring a degree programme, are given by Government Regulation No. 274/2016 Coll., on standards for accreditation in higher education and by Government Regulation No. 275/2016 Coll., on fields of education in higher education, evaluation outputs, recommended procedures and methods for evaluating the activities of the National Accreditation Bureau for Higher Education (hereinafter the "NAB") as the principal guarantor of external evaluations of the USB and the system of higher education in the Czech Republic in general, the USB Statute, the Code for Habilitation Procedures and the Procedure for Appointing Full Professorship at the USB, the Study and Examination Regulations of the USB, the Rules, the Rector's Ordinance on standards of accreditation of degree programmes at the USB and related internal regulations of the USB and its individual faculties. The same requirements in terms of quality assurance and evaluations apply to all fields of education offered at the USB. The uniform criteria apply to all undergraduate, graduate, consecutive graduate and doctoral degree programmes, with regard to the specifics of academically and vocationally focused degree programmes and with regard to the requirements of applicable recognition bodies concerning the necessary training to be able to exercise regulated professions.

As part of the Internal quality evaluation of educational activities, particularly the evaluation of degree programmes and related theses, the evaluation of processes used to obtain feedback from members of academia, prospective students, graduates and employers of graduates are monitored. Furthermore, professional opportunities for graduates, the rate of the completion of studies, the rate of termination of studies other than by completion, and the rate of failure in the admission procedure are also considered. Degree programmes are evaluated based on a **Self-Evaluation Report of a Degree Programme** submitted by the Guarantor of each particular degree programme. The self-evaluation report of each degree programme is discussed by the Internal Evaluation Board of USB with the participation of the Quality Coordinator of each Faculty, the Dean, the Chair of the Academic Senate of the Faculty, the Guarantor of the Degree Programme and other selected representatives of the evaluated degree programme (Teachers and Heads of Departments taking part in the implementation of the degree programme). In case the USB Internal Evaluation Board expresses concerns as to the quality of the submitted self-evaluation report, the Guarantor of the Degree Programme must be present at the meeting of the USB Internal Evaluation Board.

In 2017 (the evaluation by the USB Internal Evaluation Board was completed at the beginning of 2018), all existing USB degree programmes or fields of study were evaluated, with the exception of fields of study which were only to be completed by existing students, or programmes which were not open during the whole five-year evaluation period, or programmes which had no students. This evaluation covered the preceding five-year period, i.e. 2012 - 2016.

The internal evaluation of the quality of educational activities also includes **an evaluation of the scope and quality of the existing Lifelong Learning Programmes**. The main focus of this evaluation is the feedback obtained from students and graduates of individual Lifelong Learning Programmes. The main subject of the evaluation is the quality of teaching and the organisation of programmes within each faculty concerned, the way each Lifelong Learning Programme's promotion is ensured, the trends in interest in the programmes offered and the demand for Lifelong Learning Programmes. The organisation, record-keeping and quality evaluation of Lifelong Learning programmes are governed by the Code of Lifelong Learning at the USB and by the related Rector's Ordinances and internal regulations of individual faculties. **The Lifelong Learning Council at the USB** is appointed pursuant to the Code of Lifelong Learning and draws up the evaluation report for the Lifelong Learning Programmes offered at the USB. The evaluation outcomes are communicated to the Rector's Advisory Board and the Internal Evaluation Board of the USB. The latter may make recommendations and suggestions for improving these activities, including making recommendations regarding the content and form of the evaluation report. The latest evaluation of the scope and quality of Lifelong Learning Programmes taught at the USB took place in 2017 (it was completed by the USB Internal Evaluation Board at the beginning of 2018). This evaluation covered the preceding five-year period, i.e. 2012 - 2016.

The quality of creative activities is evaluated with regard to the strategic documents of the USB, its strategic plans and the overall development policy for creative activities at the USB and within its individual faculties in compliance with faculty strategic documents and their specialisation. The alignment of creative activities with individual degree programmes and fields of education. Creative activities are evaluated with respect to the differing approaches taken towards publishing and quoting strategies in different degree programmes and the evaluation follows from making a comparison of the performance of similar programmes at the USB, in the Czech Republic as well as from the international benchmarking of various programmes, with the contribution of opinions and recommendations by the International Council of the USB. The evaluation of the quality of creative activities follows from making **an evaluation of the quality of outputs and bibliometric analyses, as well as from the Faculty Self-Evaluation Report submitted by the Dean after it has been discussed by the Scientific Board of the Faculty** together with the minutes of the discussion (the respective part of the minutes from the Faculty Scientific Board meeting) to the USB Internal Evaluation Board through the Vice-Chair of the USB Internal Evaluation Board. The last evaluation of the quality of creative activities took place in 2017/2018. This evaluation that covered the preceding period from 2012 to 2016 was conducted at all eight USB faculties.

The quality of related activities refers to the quality of activities supporting the principal mission of the USB, i.e. the quality of educational and creative activities. According to the Rules, related activities include the management and administration of the University, infrastructure, personnel and financial resources, information and consultancy systems and services, including libraries, publication and publishing activities, student accommodation and meals and ensuring the infrastructure for their leisure activities (sports facilities, student club, etc.) In general, the evaluation of related activities takes place in connection with the preparation of the USB Strategic Plan, making partial adjustments in terms of the annual Plan for updating the USB Strategic Plan, in compliance with the evaluation of the development needs of the USB as a whole, in particular in connection with USB investment strategies. The evaluation of the quality of related activities is based upon the Report on the Quality of Related Activities, submitted to the Rector by the Director of each respective university unit or the head of a different unit or section responsible for the implementation of related activities. The evaluation of the quality of related activities is administered by the Rector or Rector's Advisory Board, as far as the evaluation includes other activities of the faculties or of the Rectorate as a whole. The outcomes of evaluation of the quality of related activities are communicated to the Rector's Advisory Board and the Internal Evaluation Board of the USB. The latter may make recommendations and suggestions for improving these activities, including making recommendations regarding the content and form of the evaluation report. The latest evaluation of the quality of related activities took place in 2017/2018. This evaluation covered the period from 2012 to 2016 (if such related activities were provided over the whole five-year period) and was carried out at nine university facilities and university units directly providing or coordinating the provision of these activities.

As part of the existing Internal Quality Assurance and Evaluation System, the USB makes sure that any processes or other parts of the Internal Quality Assurance and Evaluation System that do not correspond to the set requirements can be identified and managed in order to adopt a remedial measure without undue delay. A remedial measure consists in identifying and eliminating the causes of deficiencies, or, as the case may be, of any discrepancies between the existing and required state, so as to prevent their re-occurrence. **Remedial measures** need to be adequate for the implications of the discrepancies identified. As part of its Internal Quality Assurance and Evaluation System, the USB also adopts measures to eradicate causes of potential discrepancies by preventing their occurrence. Preventive measures need to be adequate for the implications of any potential discrepancies. A detailed description of the procedures for making improvements, remedial and preventive measures in terms of the Internal Quality Assurance and Evaluation System is available in the Rules, provided that the reporting and management procedure regarding any discrepancies also applies to the procedure for making suggestions for improving the existing Internal Quality Assurance and Evaluation System. Information on unresolved disputes, adopted remedial and preventive measures and delivered suggestions for improving the established system of quality assurance and evaluation are discussed by the USB Scientific Board, the Academic Senate of the USB and the USB Board of Trustees by means of the Report on the Internal evaluation of the quality of educational, creative and related activities of the USB and the amendments to this Report, together with any proposals for making amendments to the Internal Quality Assurance and Evaluation System.

The Internal Evaluation Board of the USB is the central self-governing academic body at the USB. Its purpose is quality assurance and the internal quality evaluation of educational, creative and related activities at the USB. Activities performed by **the USB's Internal Evaluation Board** are governed by the Act, the USB Statute and the USB Internal Evaluation Board Statute. The Internal Evaluation Board at the USB has 21 members. It is chaired by the Rector, while the vice-chair is appointed and removed by the Rector, being selected from among members of the academic staff at the USB who are Professors or Associate Professors at the USB. If the Vice-Rector charged with internal quality evaluations meets this requirement, then it is this Vice-Rector who is appointed the Vice-Rector of the Board. The Chairperson of the Academic Senate is a member of the Internal Evaluation Board. The Vice-Chair and other members of the Internal Evaluation Board at the USB are appointed and removed by the Rector subject to prior approval by the USB Academic Senate, with one-third of members appointed at the Rector's discretion, one-third of them upon a proposal made by the Academic Senate at the USB and one-third upon a proposal made by the USB Scientific Board. One of the Internal Evaluation Board members is always appointed from among the students - from among the candidates put forward by the Academic Senate at the USB provided that the student member of the Internal Evaluation Board must always be a USB student. Other Internal Evaluation Board members need not be USB employees, with the exception of the Chair and Vice-Chair of the Board and the Chair of the USB Academic Senate. The members of the Internal Evaluation Board are meant to include prominent experts representing various fields of education offered at the USB. The material and technical support of the Internal Evaluation Board is provided by the USB Rectorate. Administration is ensured by the secretary of the Internal Evaluation Board at the USB. The person in charge of the office of secretary of the Internal Evaluation Board is appointed by the Rector from among the USB employees after discussion with the vice-chairman of the Internal Evaluation Board. The Secretary is not a member of the USB Internal Evaluation Board; however, he/she may attend the Internal Evaluation Board meetings.

The Internal Evaluation Board at the USB has the following principal functions:

- a) approves the draft Rules governing the quality assurance system concerning the quality of educational, creative and related activities and of the internal evaluations of the quality of educational, creative and related activities of the University, presented by the Chairperson of the Internal Evaluation Board prior to presenting the draft rules to the University's Academic Senate,
- b) governs the internal quality evaluation of educational, scientific and research activities, as well as of the development and innovation, artistic or other creative activities and of the related activities at USB,
- c) prepares the Report on the internal evaluation of the quality of educational, creative and related activities at the USB and any amendments to this Report,
- d) maintains continuous records of the internal evaluations of the quality of educational, creative and related activities at the USB,
- e) approves the intent to apply for accreditation, expansion of the scope of accreditation or extension of the duration of an accreditation of degree programmes submitted by the Rector following a proposal made by the faculty board,
- f) approves degree programmes submitted by the Rector following a suggestion by the faculty scientific board,
- g) gives its opinion of the inquiries and issues of implementing degree programmes provided at the USB submitted for assessment by the Rector.

The Internal Evaluation Board also decides on the options and dates of international evaluations at the USB by one of the renowned international evaluation agencies and, on request and at its own discretion, gives opinions and recommendations to the Rector, the Scientific Board of the USB and the Academic Senate of the USB, including matters which may affect the USB budget (budget priorities regarding excellent units or units which are falling short, or the development needs for other USB activities. All members of the USB academic community may submit their suggestions to the USB's Internal Evaluation Board through their elected representatives in the Academic Senate. The suggestions, along with the Academic Senate's own suggestions, are passed on to the Internal Evaluation Board by the chairperson of the Academic Senate.

The Internal Evaluation Board was established in June 2017. In compliance with the USB Internal Evaluation Board Statute, upon the first appointment of its members, it was designated by lot for one-third of the USB Internal Evaluation Board to have a two-year tenure and for one-third of members to have a four-year tenure. The draw took place as part of the meeting of the USB Academic Senate immediately after the proposal of membership of the USB Internal Evaluation Board was approved, separately for candidates nominated by the Rector, by the USB Academic Senate and the USB Scientific Board. Since its appointment, the USB Internal Evaluation Board has had regular meetings every month (except for during the summer holidays); at the time this report was submitted, 6 meetings had already taken place.

To date, the USB Internal Evaluation Board has achieved the following:

- approved the draft of the Rules of the quality assurance system concerning the quality of educational, creative and related activities and the internal evaluation of the quality of educational, creative and related activities at the USB,
- drew up a Report on the internal evaluation of the quality of educational, creative and related activities at the USB,
- considered further guidelines related to quality assurance (The Statute of the USB Internal Evaluation Board and guidelines on degree programmes),
- conducted the quality evaluation of educational activities of 250 degree programmes or disciplines offered at the USB,
- conducted a quality evaluation of creative activities at all 8 USB faculties,
- assessed the submitted reports on the quality of related activities (9 reports) and on the quality of Lifelong Learning Programmes on offer (1 report),
- discussed over 60 draft proposals for degree programme accreditations.

Both the academic community at the USB and the public are informed about the activities of the Internal Evaluation Board via the USB's website containing background information on the Internal Evaluation Board at the USB and its members, as well as the agendas of individual meetings and reports for the public providing brief summaries of essential points, positions and decisions.

4 USB STRATEGIC OBJECTIVES

The strategic objectives of the USB are prepared over a long term and continuously throughout the existence of the USB; for a relevant period, they are always defined by the USB Strategic Plan (formerly the Long-Term Plan). For the period of 2016–2020, the following main objectives divided into individual strategic themes have been defined.

The strategic theme of Education:

- Building, modernizing and upgrading premises/equipment for degree programmes/fields of study (education from theory to practice).
- Degree programmes/fields of study optimisation.
- Increasing the efficiency and quality of teaching.
- The development of student-oriented services.
- The development and professionalisation of lifelong learning and further study.

The strategic theme of Research

- The DRO redistribution system as a modern and flexible management tool.
- A system support for the creation and maintenance of jobs for young researchers.
- An internal research evaluation system.
- System support for cooperation with practice.
- The development, modernisation and renewal of research infrastructure.
- System support for the promotion of significant research results.

The strategic theme of Internationalisation:

- Increasing the proportion of foreign students.
- Support for foreign student mobility.
- Developing the offer of studies in foreign languages,
- Implementation of targeted marketing campaigns to promote internationalisation.

The strategic theme of Openness:

- Developing a network of key partners.
- Building an all-university Alumni Club.
- Spreading the University's good name.
- The development of marketing and communication with potential students.
- The development of marketing and communication with the public and communities.

The strategic theme of Management:

- Data-based decision-making from financial control to management control.
- System quality.
- The professionalisation of support activities.
- Financial stability and efficient management of financial resources.
- Personnel policy.
- A motivational system.
- An institutional culture.
- Real estate management and administration.
- The development of services and facilities for students and employees.
- The implementation of an investment strategy.
- Information technology and systems.

The preparation of the five-year USB Strategic Plan is always a long-term task that takes place in several stages. All members of the academic community are involved in the preparation of this core strategy paper of the University, either within the relevant self-governing academic bodies or working groups set up for this purpose, which also include other relevant stakeholders. Before the very wording of **the USB Strategic Plan**, there is a relatively long preparatory phase which includes a thorough analysis of the fulfilment of the previous five-year plan and individual annual plans for its implementation, **compliance with the USB Investment Programme and the USB Institutional Plans** for the given period, the fulfilment of specified partial strategies, projects and plans within individual strategic topics, an analysis of the information contained in the annual activity and management reports, an analysis of the relevant data provided by individual University information systems, an analysis of currently valid and expected legislative requirements placed on higher education institutions, strategic and position documents (especially MEYS documents). An integral part of this stage is also an analysis of the current strategies of not only domestic, but also foreign universities. The information collected in this way and thoroughly analysed represents a contribution to the subsequent discussion of the future direction of the University.

One of the basic starting points for the preparation of the USB Strategic Plan is that this strategic material should be concise, but at the same time comprehensible to all actors, sufficiently ambitious, yet achievable, and also should include measurable parameters to monitor the progress in achieving objectives. Thus, several **key, public indicators** are included in the USB Strategic Plan for the 2016-2020 period. For each of these indicators, of which there are a total of 22, the methodology of its calculation and determination, the date of reporting, and the data source for making calculations are defined. The benchmark, i.e. the default value of these indicators, is the data from 2014, whereas the target values that the University wants to achieve within individual indicators were defined for 2018 and for the last year of the monitored five-year period, i.e. 2020.

Within the USB Strategic Plan for 2016–2020, the following indicators are set by which the fulfilment of the relevant strategic objectives is continuously monitored within individual strategic topics.

Indicators within the strategic theme of Education:

- The number of students admitted for BDP, MDP, and CMDP.
- The proportion of BBP students meeting the requirements for continuing their studies in the second year.
- Number of students per academic staff member.
- Number of LLL courses.
- Number of LLL course attendees.
- The participation of students in student assessments of teaching.
- Providing assistance services to all students with special needs.
- Number of students in technical fields of study.
- The average/standard length of graduates' studies in total in BDP, MDP, CMDP, and DDP.
- Number of established all-university mechanisms for obtaining feedback from major target groups.

Indicators within the strategic theme of Research:

- Volume of funds obtained from foreign grants [thous. CZK].
- The rate of success of submitted and accepted projects in foreign grant agencies.
- The rate of success of submitted and accepted projects in national grant agencies.
- Revenues from contractual/contracted research, development and innovation (cooperation with practice) and the sale of intellectual property licenses [thous. CZK].

Indicators within the strategic theme of Internationalisation:

- Number of graduates who have had at least a 30-day stay or internship abroad as part of their studies.
- The number of foreign BDP, MDP, CMDP and DDP students who have come to at least a 30-day stay or an internship within mobility programmes.

- The share of degree programmes accredited as a "joint degree" in the total number of accredited degree programmes.
- The share of graduates who are graduates of a degree programme in a foreign language in the total number of graduates.

Indicators within the strategic theme of Openness:

- The number of graduates actively using the Alumni Club service.

Indicators within the strategic theme of Management:

- Total revenues per employee [thous. CZK].
- The average wage of employees [CZK].
- Area per student [m²].

The above-mentioned **public indicators** are supplemented by the non-public indicators for each of the strategic themes which are intended only for the internal needs of the USB. Currently, there are about 110 of these non-public indicators. **These indicators, which provide information about the situation at the University level as a whole and at the level of its individual faculties, are regularly supplemented by selected analyses which provide a more detailed view of the individual activities of the University. The level of fulfilment of public and non-public indicators is continuously monitored by the University's management, which also annually reviews the indicators in terms of their applicability for further monitoring of the fulfilment of the set objectives and public indicators set, as well as in terms of the established continuous (2018) and target values (for 2020).** In case negative deviations are found in the development of these indicators, appropriate corrective measures are implemented that are always based on a detailed analysis of the area, with the aim of getting these indicators back on the required track. The regular evaluation of the fulfilment of individual objectives by means of set indicators also serves to identify opportunities for improvement, which are subsequently reflected in the Plans for the Implementation of the USB Strategic Plan for the relevant year, in projects under the USB Institutional Plan or other suitable grant titles (currently e.g. in the OP RDE).

The fulfilment of objectives defined by the USB Strategic Plan, resp. by the Plan for the Implementation of the USB Strategic Plan for the given year, is also regularly evaluated within **the Annual Activity Report of the USB**. The structure of this report, which is set by the MEYS, has undergone a significant change in recent years, which has been driven by the effort to unify mandatory reporting by universities while allowing individual higher education institutions to take into account the structure of their own Strategic Plans and other strategic documents. Based on the recommendations made by the MEYS, the USB has adjusted the outline of its annual activity report so that its main part is clearly based on the structure of the USB Strategic Plan for 2016–2020 and the Plan for the Implementation of the USB Strategic Plan for the given calendar year. For this reason, a total of five strategic themes is defined in the main section of the Annual Activity Report of the USB: education, research, internationalisation, openness, and management. The individual priority objectives within the relevant strategic themes are supplemented by descriptions of the fulfilment of the most important planned activities for the year concerned which were desirable for the development of the USB or responded to facts that were not exactly known at the time of the preparation of the USB Strategic Plan for 2016-2020.

The USB Strategic Plan and annual Plans for the Implementation of the USB Strategic Plan define both the objectives at the level of the University as a whole and the most important objectives at the level of individual faculties and other University constituent parts, for which a more detailed description of these objectives, including specific actions needed to achieve them, is taken into account in the strategic intentions of these parts and in the annual plans for their implementation. Similarly, their fulfilment rate is regularly evaluated in addition to the annual activity report of the whole University in the annual reports of the faculties. At the same time, **strategic faculty documents** must always be consistent with university-wide documents. This is also ensured by the fact that individual faculties and other constituent parts of the University are actively involved in the preparation and follow-up commenting on university-wide strategic materials, can incorporate their requirements and opinions so that the resulting versions of these university-wide strategic materials reflect to a large extent the needs of all constituent parts of the University, and from this perspective, it is no problem for these documents to form the basis for the preparation of strategic faculty documents.

5 PREPARATION AND APPROVAL OF USB STRATEGIC DOCUMENTS

The USB, its individual faculties and other University constituent parts prepare strategic documents in accordance with the Rector's Ordinance, which lays down **the Rules for Creating, Approving and Publishing the Strategic Documents of the USB**. These rules set out the processes for creating, approving and publishing the main strategic documents, with particular reference to the USB Strategic Plan and the annual Plan for the Implementation of the USB Strategic Plan, and the involvement of the members of the academic community of the USB and other relevant experts, in these processes. When preparing each individual strategic document, it is necessary to adapt the application of these rules to best match the input of the relevant strategic document and the needs of its preparation. If the process of creating, approving and publishing a strategic document is defined by legal regulations or other standards by which the USB is bound, the requirements of those standards are respected. **A project approach** is applied to the preparation of the strategic document and the preparation of this document is considered a project. These rules also define in more detail the basic strategic documents of the University, describe the purpose and focus of these documents, the frequency of their preparation, the method of their preparation, comments, approval, and subsequent publishing. The rules for designing, approving and publishing the USB strategy documents are subject to regular review and are adjusted as necessary to reflect current developments in higher education, legislative requirements, and requirements of supervisory bodies, while taking into account both past experience and external and internal critical stimuli.

Prior to the preparation of the strategic documents, the organisational structure of the strategic document preparation is set in accordance with the above rules, i.e. the competence, authority and responsibility for individual persons or groups involved in the creation of the strategic document are described and clearly defined (the contracting authority of the strategic document, the steering committee for the preparation of the strategic document, the administrator and coordinator of the preparation of the strategic document, the team for the preparation of the strategic document and its individual working groups). In the case of the USB Strategic Plan and the annual Plans for the Implementation of the USB Strategic Plan, the Rector of the USB fulfils the role of the contracting authority, while the role of the Steering Committee is fulfilled by the USB's management, and the role of the administrator is fulfilled by an authorized USB management member. The role of the coordinator for the preparation of the USB Strategic Plan and the Plans for the Implementation of the USB Strategic Plan is fulfilled by an authorized employee of the Rectorate, the role of the team for the preparation of the strategic document is fulfilled by the staff of the Rectorate, which is managed by an employee charged with the function of coordinator. The Contracting Authority, the Steering Committee, the Administrator, and the Coordinator then jointly propose a working group(s), while ensuring that the composition of the working group or groups corresponds to the content of the strategic document under preparation and supports the functional involvement of the academic community representatives and other relevant experts. The number and size of the working groups correspond to the complexity of the issue solved. In the case of the USB Strategic Plan and the Plan for the Implementation of the USB Strategic Plan, members of the main working group are always deans of faculties and directors of other USB constituent parts or their authorized representatives.

The USB Strategic Plan and the annual plans of the USB Strategic Plan are the result of a wide, multi-round discussion involving, in addition to the above-mentioned persons and groups, other members of the academic community from the University, representatives of autonomous academic bodies of the University, representatives of rectorate units and specialized all-university units and other relevant experts both from and outside the University. The preparation of these documents itself takes place in several stages. The first stage is the collection of various background and analytical materials, a retrospective evaluation of the University's previous activities and the fulfilment of previously set goals to date (for more details on this stage, see point II.2 of the Self-Evaluation Report). The next stage is the formulation and discussion of the bases and theses. After their clarification, a draft strategic document is prepared which is sent on to the commenting process and subsequently to the approval process. The commenting and approval processes are designed to allow all academic members to be involved, and

members of the academic community that are affected by the strategy are involved in the case of lower-order strategies together with other relevant specialists. The comments received within the framework of the individual commenting rounds or in the approval process are collected by the Coordinator who, in cooperation with the Administrator, prepares a proposal for their settlement. The proposal for the settlement of comments is approved by the Steering Committee; in case of any disputes the Contracting Authority has the final word.

The commenting process of the draft USB Strategic Plan is done in three rounds with the version of the draft containing comments from the previous round always forwarded to the next round of commenting. These rounds comment on the level of the USB management, comment on the level of the working group (groups), and comment on the level of the Academic Senate of the USB, the Scientific Board of the USB, and the Board of Trustees of the USB. Approval and discussion of the proposal of the USB Strategic Plan submitted by the Rector take place in the following bodies: approval at the level of the USB management, approval at the level of the Rector's board, discussion at the level of the USB Scientific Board, approval at the level of the Academic Senate of the USB, and approval at the level of the Board of Trustees of the USB.

The commenting process of the annual Plan for the Implementation of the USB Strategic Plan is done in three rounds with the version of the draft containing comments from the previous round always forwarded to the next round of commenting. These rounds include comments on the level of USB management and comments on the level of the main working group. Approval and discussion of the proposal of the annual Plan for the Implementation of the USB Strategic Plan submitted by the Rector takes place in the following bodies: approval at the level of the USB management, approval at the level of the Rector's board, approval at the level of the Academic Senate of the USB, and discussion at the level of the Board of Trustees of the USB.

If, during the period of validity of the approved USB Strategic Plan, changes are made by the USB, individual faculties of the USB or other parts of the USB or due to external circumstances that significantly interfere with the concept or content of the USB Strategic Plan, the Rector of USB is informed about these changes without delay, and will decide on the next steps.

The basic outline for the five-year strategic plan and the annual implementation plans of the strategic plan of the individual University constituent parts comprise the outline of the USB Strategic Plan and the annual Plans for the Implementation of the USB Strategic Plan. Some constituent parts fully incorporate this outline into their strategic documents in which they only specify and detail the objectives contained in the university-wide documents within the framework of each strategic theme, while some adapt the outline of these strategic documents to their needs, priorities, organisational breakdowns, or specifics of their specialisations. University constituent parts apply the Rules for Creating, Approving and Publishing the Strategic Documents of the USB to a reasonable degree in the preparation of their strategic plans and annual plans for their implementation, or adapt these rules to the conditions of their constituent part in the form of measures taken by the Dean or the director.

Prior to the approval of the currently valid USB Strategic Plan for 2016–2020, the strategic intentions of the majority of the University constituent parts were regularly included in the USB Strategic Plan, respectively into the annual Plans for the Implementation of the USB Strategic Plan, but this has made the University document very confusing. That is why the faculties are returning to preparing their own strategic plans and annual plans for their implementation.

Strategic documents of the USB, individual faculties of the USB and other parts of the USB are published, after discussion and approval by relevant bodies or designated actors, in the public part of the University, on faculty websites, or websites of other constituent parts of the USB so that these documents are freely accessible. The publishing of these documents is provided by the Administrator. Unless otherwise specified by the Contracting Authority, the supporting documents for the preparation of strategic documents (e.g. analyses, assessments, surveys and other quantitative and qualitative data) are considered non-public. The USB Strategic Plan and the annual Plan for the Implementation of the USB Strategic Plan, including all relevant annexes, are published in the public part of the University's website after submitting these documents to the MEYS so that it is accessible to all members of the USB academic community, other experts at the USB, and the public. At the same time, it is published on the

University's official board at <http://www.jcu.cz/o-univerzite/uredni-deska>. Other important USB documents, e.g. **the USB Institutional Plan, the Annual Activity Report of the USB, and the Annual Report on the Financial Management of the USB**, are also published in a similar way. These documents are also published in printed form and distributed within the USB academic community, among members of autonomous academic bodies, cooperating institutions, partners, friends, and supporters. The same is true for strategic plans, annual plans for their implementation, annual reports and other strategic documents of the constituent parts of the USB which are also published on the official electronic boards of these constituent parts so that they are accessible to members of the academic community and the general public, or published in printed form or in electronic form on CD. At the same time, a link from the University's electronic official board is created for the official electronic boards of individual parts of the USB so that members of the academic community and the public can access all relevant documents from the main USB website.

6 COMPREHENSIVE QUALITY EVALUATION AT THE USB

A comprehensive quality evaluation at the USB for 2012 – 2016 was performed in 2017 and completed in the beginning of 2018; at the same time, the university has started preparing annual addenda to these reports for 2017. With particular reference to the evaluation of creative activities, it is possible to prepare the addenda only after April of the following year (especially with respect to completing data into the OBD/RIV databases for the previous year, but also with respect to completing the database of academic staff member evaluation in relation to calendar/academic years, or terms). Although the Rules of the Quality Assurance System at the USB were registered with the MEYS only in July 2017, the preparation of a comprehensive evaluation was already underway in the first half of 2017, especially in terms of the underlying forms, documents and data (reports by course guarantors, reports on creative activities at faculties, or their forms), based on activities by the Rector's Advisory Board, or by the Rector and the Vice-Rector for Development and Internal Evaluation and faculty deans, based on when quality coordinators were appointed at individual faculties and other USB components with whom the preparation of underlying documents was discussed already in the first half of 2017. After the establishment of the USB Internal Evaluation Board and the subsequent registration of the Rules of the Quality Assurance System at the USB, the USB was ready to initiate this evaluation, in other words, in spring 2017, a time schedule of internal evaluation was considered so that the evaluation could be concluded in the early 2018. This evaluation of all USB activities for 2012–2016 has been the most extensive evaluation of the USB as a whole and new impulses have been also undoubtedly brought by the USB International Council, which – after the preparatory phase in autumn 2017 – started its activities at the beginning of 2018.

The internal quality evaluation usually includes especially the following:

- a) **feedback mechanisms** based on regular questionnaire surveys focused on receiving feedback from clearly defined target groups, such as students in various stages of their studies including students leaving the USB for various reasons, graduates, members of staff, employers and other external stakeholders,
- b) **student evaluations of teaching** (particularly course surveys and their analysis by Guarantors of degree programmes),
- c) **national or international surveys** and sociological surveys conducted by ministries and other authorities in the Czech Republic or the EU,
- d) **international and national quality evaluation rankings** with the aim to be among the best higher education institutions in the Czech Republic and rankings, in case of specialisation rankings with an emphasis on international comparisons, especially in specialisations where international comparisons are more possible because of international publishing platforms and functional specialisation publishing platforms,
- e) **performance indicators** (public and internal) ensuing from the long-term strategic goals of the USB,
- f) **quantitative and qualitative analyses** (particularly monitoring the success rate in the admissions procedure, failure rates for degree programmes, the rate of completion of studies within a degree programme, the rate of the employability of graduates and any problems concerning their employability); an assessment of equal treatment of all candidates and students is an integral part of these analyses,
- g) **bibliometric analyses**,
- h) **quality evaluations of the USB in compliance with the applicable methodology of evaluating research organisations** and an evaluation of the purpose-built support of research, development and innovation,
- i) **an evaluation of the faculty**, aiming to align the development needs of the USB with the financial limits and resources of the USB, particularly in view of the strategy for drafting the USB budget.

In terms of feedback process focused on different stakeholders, **the most developed segment is the student assessment of teaching**, which is monitored every semester throughout the university as well as by all faculties and Guarantors of degree programmes or since 2017 e Board of the degree programme respectively. In particular repeated issues are monitored, as well as verbal assessments, which are often more meaningful than individual specific points given to individual lecturers and seminar facilitators. Furthermore, the results from the student assessment of teaching are discussed at meetings of the dean or faculty management with students; they are one of the topics of regular meetings of academic senates and academic communities of the faculties. The assessment includes student opinions on teaching, as well as on other services provided by the University as the whole or by individual units (for instance the Study Department, library, halls of residence, cafeteria etc.)

Beginning from the winter semester of the academic year 2014/2015, the USB has had a modernised system of the student assessment of teaching, based on the system used earlier by the USB Faculty of Sciences. Following from regularly collected and evaluated requirements of the faculties at USB, this system of the student assessment of teaching is being further developed. Over the past years, **several new functionalities have been installed** (the English version of the application, Shibboleth, a responsive design, adjustments for visually impaired users) that enhance the user experience both among students and among teachers. In addition to this university-wide system of student evaluation of teaching, other ways of evaluation are also used, which are organized by the teachers themselves in their courses with the aim of obtaining feedback from the students to further improve the quality of teaching. **Student assessment web portals**, for instance, Primat.cz, and the portal administered by the Student and Graduate Association, are being used and monitored. Another level of quality evaluation is the presence of faculty management representatives in lectures, in randomly selected courses, and then in courses for which the students' evaluation indicates a discrepancy, or in those courses whose students call direct attention to the teaching.

At the level of individual faculties, the USB also regularly carries out **surveys focused on students leaving the study** without duly completing it with the aim of revealing the real reasons for their leaving; surveys among first-year students mapping especially their motivation to study at a university and any problems that they encounter during the first year of study; surveys among students of last years that provide a retrospective view of the completed study; satisfaction surveys among staff members that provide, among other things, anonymous comments and suggestions for improvement; surveys among employers, partners and other external stakeholders. A very important target group that regularly provides feedback are **university graduates**. Graduate surveys map especially the transition from the university to the labour market, the speed of finding a job, the job position currently held, the wage conditions of graduates, the evaluation of acquired competences with respect to requirements of the position and graduates' interest in joining the USB ALUMNI Club or faculty graduate clubs. These faculty surveys are conducted mostly in writing, but telephone conversations have been successfully used at some faculties. The monitoring of graduates' employment, however, has different forms in different faculties, as well as contacts with employers; more emphasis is placed on this **feedback in regulated professions and professionally oriented programmes**, where employers (schools, hospitals, etc.) are clearly visible, while these contacts are often less formalized in academic-like specialisations (meetings with graduates at faculty/specialisation meetings, or **at the planned meeting of USB graduates in June 2018**, lectures facilitated by successful graduates from the USB, contacts with cultural institutions). Significant improvement in contact with graduates and employers can be seen in **the involvement of these external stakeholders in the Boards of Degree Programmes**, which since 2017 has significantly strengthened the feedback on concrete specialisations (programmes) already within the process of designing new study programmes currently being proposed for accreditation.

6.1 Education

Evaluation of degree programmes prior to the adoption of the Higher Education Act amendment

Over the long term, the USB has been paid attention to the quality of educational activities at all faculties and at the Rectorate level, both **before and after the amendment to the Higher Education Act was passed**. At the level of the Rectorate, until 2016, the main control role was played by the USB

Accreditation Committee headed by the Vice-Rector for Student Affairs; since 2017, the USB Internal Evaluation Board has been in charge of these tasks. Following the Rector's Ordinance on the appointment and competence of **the USB Accreditation Committee** (hereinafter the AC USB) (R 205 of 1 June 2012) and acting pursuant its Rules of Procedure (dated 27 February 2013), the USB Accreditation Committee considered:

- a) an application for accreditation of new study programmes or disciplines (see Section 6 a) of Ordinance R 205, i.e. ones that had not been accredited at the USB,
- b) applications for an extension or an extension of the scope of the accreditation in degree programmes or disciplines that had been accredited at the USB and where the USB Rector asks the AC USB for consideration.

This evaluation is also in line with the current practice of the USB Internal Evaluation Board, especially with respect to understanding the accreditation plan that was discussed by the USB Accreditation Committee to the extent of forms A, B, C, E, and F, fully completed according to instructions for the submission of accreditation applications that were published on the website of the Accreditation Committee of the Czech Republic and the MEYS at that time. This requirement defined a minimum underlying document that would be sufficient for negotiations at the AC USB; on top of that, the AC USB was able to request further or additional information under Ordinance R 205. Applications for accreditation were generally submitted for consideration by the AC USB before they were submitted to the Academic Senate and the Scientific Board of the faculty; the application was submitted by the Dean of the faculty (hereinafter referred to as the "submitter"), both in printed and in electronic forms, to the Chair of the AC USB via a study at the USB Rectorate. The deadlines for the submission of applications for accreditation to be considered by the AC USB followed the discretion of the submitter with respect to meeting dates of the Accreditation Committee of the Czech Republic (hereinafter the AC CR) in the given year and with respect to a request by the AC CR that applications for an extension of accreditation are filed 6 months before the validity of the accreditation expires. After being considered by all boards, the Vice-Rector for Student Affairs also headed the final check of the entire accreditation file.

At the faculties and the Rectorate (Accreditation Committees at faculties and at the USB as a whole, Scientific Boards, Academic Senates at faculties, management of faculties and USB management), the accreditation file was considered especially with respect to requirements for the quality of educational activities and their creative environment, with respect to the composition of courses and their staffing, but also with respect to information and instrumental facilities (library collection, laboratories, classrooms).

Evaluation of degree programmes after the Higher Education Act amendment was passed

The general framework for degree programmes provided by the USB, processes of design, approval and making changes to degree programmes, including defining the competences and responsibilities of the University bodies and the components of the university and other stakeholders in the processes of the creation, approval and making changes to degree programmes, **as described** in detail in **Chapter 3 hereof**, are subject to the following internal regulations: The USB Statute Art. 11, Art. 13), the USB Internal Evaluation Board Statute, the Rules of Quality Assurance System for Educational, Creative and Related Activities and the Internal Quality Evaluation of Educational, Creative and Related Activities at the USB, and the USB Study and Examination Regulations (Art. 2 to 6); in this respect, we must highlight the role of **the USB Internal Evaluation Board** and **faculty boards** (such as degree programme boards) and **the Rector's Advisory Board** that oversees the overall structure of USB educational activities.

With respect to the creation, approval and changes to degree programmes, the USB Internal Evaluation Board, as already mentioned, controls the entire course of internal quality evaluation of educational activities, scientific and research, development and innovation, artistic or other creative activities (hereinafter referred to as "creative activities") and related activities and keeps continuous records of internal quality evaluation of educational, creative and related activities at the USB, approves the intent to apply for accreditation, expansion of the scope of accreditation or extension of the duration of an accreditation of degree programmes submitted by the Rector following a proposal made by a relevant faculty Scientific Board, provides its statements to the implementation of degree programmes at the

USB submitted for assessment by the Rector, provides its opinions and recommendations to the Rector, the USB Scientific Board and the USB Academic Senate upon request or at its own initiative. In performing its tasks, the USB Internal Evaluation Board is entitled to request the necessary information, documents and cooperation from the USB faculties, their academic bodies and from USB employees.

The design and approval of degree programmes

The approval of new degree programmes at the USB Rectorate level has not gone beyond detailed accreditation plans, so this description must be understood mainly as a normative one; some of its aspects, including **the Rector's Ordinance on the Approval of Degree Programmes by the USB Internal Evaluation Board** will only be implemented in the months to come and the first full accreditation documents will be considered and approved by the USB Internal Evaluation Board at its meeting in March 2018.

The designing of a new degree programme is usually initiated by the faculty in which the programme is to be implemented. The intent of a new degree programme arises in the communication within the academic community of the faculty with external stakeholders, USB management and management of the other faculties of the USB (at least through discussions of the intention within the Rector's Advisory Board). The standardized procedure for proposing, discussing and approving degree programmes, the intent to propose an application for accreditation, expanding the scope of accreditation or extending the duration of the accreditation of degree programmes (hereinafter the "application for the accreditation of a degree programme") is set out in the second part of the Rules for the Quality Assurance System of educational, creative and related activities and performing an internal quality evaluation of educational, creative and related USB activities.

The intent to apply for the accreditation of a degree programme (or its expansion by a specialisation), or for extension of the validity of the accreditation in the future (hereafter referred to as the "intent to apply for accreditation") is prepared by the Guarantor of the degree programme appointed by the Dean; the discussion about such subject-matter at the faculty level is coordinated by the faculty Quality Coordinator. In preparing the intent to apply for accreditation (especially in case of re-accreditation), the faculty consistently draws from the feedback processes described above. The intent to apply for accreditation means information about the title, type (undergraduate, graduate, consecutive graduate, doctoral) and profile (academic-oriented, professional-oriented) of the degree programme and the considered forms of study, the Guarantor of the degree programme, as well as the profile core courses and their guarantors, the graduates' profiles and an idea of possible employment in the labour market, information about the expected number of students, possibly also information on the specialisations of the degree programme, the itemisation of the degree program into multiple curricula and considered combinations of these specialisations or curricula.

When submitting an intent to apply for accreditation, the faculty follows from the fact that it has or will have adequate teaching facilities, study literature and other resources for teaching and learning in order to implement the degree programme, and in case of a degree programme with a professional background, it has a facility for practical training and the implementation of student internships. If there are any doubts about the sufficiency of the background on the faculty side, the case will be discussed with the Rector and the Bursar before submitting the application; if there is not sufficient capacity of teaching facilities and other facilities and resources needed for the implementation of the degree programme and if the necessary facilities and resources cannot be ensured before the start of the degree programme, the intent to apply for accreditation cannot be submitted. In case of any doubts on the side of the Rector or the Internal Evaluation Board, the faculty is required to supplement the information on the provision of the background and the resources for the implementation of the degree program; if any doubts about their securing persist, it is not possible to discuss the intent to apply for accreditation until the doubts have been eliminated.

It is assumed that the faculty will propose the intent to apply for accreditation in accordance with the strategic documents of the USB and the faculty. If the intent to apply for accreditation does not correspond to the long-term focus of the faculty, the Dean is required to explain to the Rector in the accompanying letter the change of strategy and the reason why the intent to apply for accreditation is being proposed.

The intent to apply for accreditation is submitted to the Rector after a discussion is held in the faculty bodies responsible for quality assurance and evaluation (the Board of Degree Programmes or the Doctoral Studies Board, or the faculty Accreditation Committee) by the faculty Scientific Board, through the Dean, the faculty Quality Coordinator and the Vice-Chairman of the Internal Evaluation Board. If the degree programme is to be implemented in cooperation with several faculties, the intent to apply for accreditation is submitted together with a positive statement from the faculties concerned, providing reassurance that they will participate in the implementation of the given degree programme under the conditions and in the manner described in the application.

Having received the intent to apply for accreditation in terms of the new degree programme, the Deputy Chair of the Internal Evaluation Board informs deans on the matter. In case of any objections filed within five working days by the Dean of one of the faculties, especially in terms of duplication or the quality of the degree programme, the Rector submits the intent to apply for accreditation to the Rector's Advisory Board, which discusses possible conflicts with other degree programmes and issues its opinion on the subject-matter. The USB Internal Evaluation Board will take into account the deans' objections and the opinion issued by the Rector's Advisory Board when approving the intent to apply for accreditation.

In compliance with the USB Internal Evaluation Board Statute, the intent to apply for accreditation is then submitted by the Rector to the Internal Evaluation Board to be discussed and approved. The intent to apply for accreditation may be discussed repeatedly on the condition that the faculty includes the comments made by the Internal Evaluation Board between the sessions in that intent. Furthermore, the intent to apply for accreditation can be approved by the Internal Evaluation Board with specific recommendations that should be incorporated in that intent by the faculty.

When the intent to apply for accreditation is approved by the Internal Evaluation Board, the faculty prepares a draft application for accreditation of the degree programme and a draft degree programme in the form of standardized forms, which will be discussed by the faculty bodies responsible for ensuring quality assurance and making an evaluation (the Board of Degree Programmes or the Doctoral Studies Board, or the Faculty Accreditation Committee) and then submitted to the Academic Senate for discussion and to the faculty Scientific Board for approval. The preparation of the proposal is facilitated by the Guarantor of the degree programme, and the discussion at the faculty level is facilitated by the faculty Quality Coordinator. Methodological assistance during the course of the preparation of the application for accreditation of a degree programme is provided by the Vice-Dean responsible for accreditation agenda at the faculty level, and by the Vice-Rector responsible for studies at the university level.

The approved draft degree programme is proposed by the Faculty Scientific Board through the Dean to the Rector. The Rector submits a proposal for the degree programme to the Internal Evaluation Board. In the degree programmes designed for preparation for the performance of a regulated profession pursuant to Sec. 78 (6) of the Act and in compliance with Government regulation No. 275/2016 Coll., on fields of education in higher education, the draft degree programme proposed to the Internal Evaluation Board shall include an opinion by the relevant recognition body. The degree programmes at the USB level – in compliance with the USB Statute – are discussed and approved by the USB Internal Evaluation Board.

If a degree programme is designed with institutional accreditation, the resolution on granting the authorisation to implement it is made by the USB Internal Evaluation Board. The terms of the resolution are laid down by art. 29 of the Rules of the quality assurance system concerning the quality of educational, creative and related activities and the internal quality evaluation of educational, creative and related activities of the USB. The resolution on authorisation to implement a degree programme issued by the USB Internal Evaluation Board is signed by the Rector as the Chair of the USB Internal Evaluation Board. In compliance with legal regulations, the decision is published with all the requisites in the public part of the USB website without delay.

If the USB Internal Evaluation Board decides by a resolution not to grant or to revoke the authorisation to implement a degree programme, the Dean or the proposed Guarantor of the degree programme may ask the Rector for a review of that resolution within 30 days of notification. The Rector will review the resolution by the Internal Evaluation Board in accordance with legal regulations and the USB's internal

regulations; the Rector may ask the Scientific Board for a consult and their opinion. The Rector's decision confirming the resolution issued by the Internal Evaluation Board is final. If the Rector finds objections to the non-granting or revocation of the authorisation to implement a degree programme to be justified, the resolution issued by the Internal Evaluation Board is cancelled and the matter is returned to the Internal Evaluation Board for further discussion; the documents submitted during the review procedure shall be passed to the Internal Evaluation Board; the faculty may submit additional documents as part of the new discussion on the draft degree programme as well.

Changes implemented during the validity of the accreditation of a degree programme and information duty

If any changes to the accredited degree programme are made during the validity of accreditation, with the consent of the Guarantor of the Degree Programme, the Faculty Quality Coordinator and/or the Deputy Chair of the Internal Evaluation Board (see below) are immediately informed.

It is not necessary to consult the USB Internal Evaluation Board in terms of changes made to an accredited degree programme concerning the parameters of a particular course or changes made to the actual scope of compulsory-elective or elective courses; these are solely within the scope of competence of the faculty bodies responsible for quality assurance and making evaluations (the Board of Degree Programmes or the Doctoral Studies Board, or the faculty Accreditation Committee). Other changes in the degree programme, approved by the faculty bodies established for quality assurance and evaluation, are reported by the faculty Quality Coordinator to the Deputy Chair of the Internal Evaluation Board, who submits the List of changes to the Internal Evaluation Board at least once a year. The Internal Evaluation Board has the right to request additional information, or to reject the change and to request a return to the original state of affairs if this is objectively possible.

A change of the Guarantor of a Degree Programme and - in the case of a doctoral degree programme, of the chairperson of the Doctoral Studies Board - is possible only after a proposal for the change has been discussed, along with its reasoning, by the Internal Evaluation Board; the proposal must include relevant information on the new study programme guarantor to the same extent as in the case of new accreditation. During the period of validity of the accreditation of the degree programme, all changes are made in accordance with the efforts for ensuring continuous quality assurance and improving the field of educational activities, creative activities and the activities

The Deputy Chair of the Internal Evaluation Board will ensure that changes subject to the obligation of HEIs to report changes in the performance of accredited activities under the law and the relevant NAB methodology are kept in a timely and proper manner by the NAB.

A newly accredited degree programme is officially announced to the Scientific Board by the Rector at its next meeting. Changes made within the authorisation following from institutional accreditation, and changes in the number of degree programmes provided at the USB shall be properly announced by the Rector to the NAB as well.

A simplified description of this procedure is provided in **a chart attached in Annex 3 hereto**.

Evaluation of the quality of degree programmes (specialisations)

The quality of the individual specialisations (programmes) has always been subject to an USB internal evaluation, especially at the level of individual Scientific Boards at faculties (in the context of an extension or an extension of the duration of an accreditation), and at the level of faculty Academic Senates and Accreditation Committees that were authorised by Deans to look after minor changes to the validity of the accreditation (such as a change to the course guarantor, a change to the course content, etc.) so as to maintain the quality of the degree programme/specialisation.

A comprehensive evaluation of the quality of all degree programmes/specialisations at the USB, its eight faculties, for 2012–2016 was performed in 2017, or was completed at the beginning of 2018 (see Annex 1 to this report and Chapter 3 hereof). Besides the tradition a given specialisation has had at the USB and the course of past accreditations, the subject of the evaluation was especially agreement

between creative activities and education activities, the structure of courses and their guarantors, the evaluation of feedback mechanisms (including the student assessment of teaching), grant activities, an analysis of the international dimension of a specialisation (especially mobilities), a possible third role of specialisations, cooperation with practice, involvement of teachers in specialised national and international organisations (professional organisations and associations, editorial board of professional journals), etc.

This evaluation of the quality of degree programmes by the USB Internal Evaluation Board mainly provides feedback to USB management, the Deans of faculties, and the guarantors of existing accreditations and, more importantly, of newly prepared accreditations, especially with respect to requirements for the quality of programmes that are being developed at a given faculty, or expectations that the USB Internal Evaluation Board will have with respect to newly submitted accreditation plans and subsequently to newly accredited degree programmes.

Links between creative and educational activities

Links between creative and educational activities at the USB occurs through the participation of students of all degree levels in creative activities carried out at each faculty. This is achieved mainly by the choice of **topics for bachelor, master and doctoral theses**, which reflect the existing research projects being investigated at each research unit, by the direct participation of students in investigating teams of faculty science projects, including international ones, and by means of exclusive seminars for excellent students.

Networking between educational and creative activities is also enhanced in master and doctoral degree programmes by **Specific University Research projects (SVV)**, implemented at the USB since 2010 using the internal USB Grant Agency (USB GA).

USB GA aims to enhance the creative activities of students through two types of projects:

- a) Team projects focused on solving complex science projects managed by leading scientists at the university. These projects are typically three years long, with maximum annual funding of CZK 1.5 million, with each project team involving at least five master degree or doctoral degree students throughout the term of the project.
- b) Individual student projects aimed at preparing students for a career in science. The project investigator is always a doctoral degree or master degree student and each project is evaluated by expert readers. Individual projects take place over a period of one or two years, with maximum annual funding of CZK 200,000. About 30 team projects and 40 individual student projects are completed at the USB every year.

The involvement of investigators of a wide range of scientific projects in teaching is another beneficial aspect of networking between creative and educational activities. Most teaching staff are also active members of research staff who present the latest research results as they teach, making them available to students at all degree levels. The networking between teaching and research at the USB is also enhanced by regularly sending students to **international scientific conferences or traineeships to high-class international scientific facilities**, by supporting the students' publishing activities, and by means of directly engaging doctoral students in teaching students at lower degree levels. A range of other incentives is used to support students' involvement in creative activities (such as **special scholarships, the Dean's Award**, etc.)

The issue of **lifelong learning** that also effects the field of education is described in more detail in a chapter dedicated to the "third role" of the university.

6.2 Science and creative activities

The evaluation of the quality of creative activities at the USB is based on **reports on creative activities submitted by the faculties** for 2012 – 2016 that were considered by the Scientific Boards of the faculties in 2017/2018 and then evaluated by the USB Internal Evaluation Board; details are also used from reports by specialisation guarantors for the same period. The creative work is developed proportionately to

individual degree programmes and provides a corresponding grant support to all master's and doctoral degree programmes, although this project support may be of a different intensity for different programmes. The evaluation was based on bibliographic evaluation and on the evaluation of selected results of creative activities (scientific or artistic activities); gradually, the need for an increased **peer review** (especially for humanities and outputs in the form of a book or its chapter) and emphasis on ranking in the first two quartiles in impacted journals, or on publishing in magazines registered in the Scopus and ERIH + databases, is being added. Even though the reports were prepared according to a single methodological guideline, the results differ according to the orientation of the faculties: for example, artistic work was taken into consideration (RUV) in the case of the Faculty of Education, the Faculty of Arts, and the Faculty of Theology; applied and contracted research was considered, especially at the Faculty of Fisheries and the Protection of Water, the Faculty of Science and the Faculty of Agriculture; and the specifics of creative activities played an important role in professionally-oriented specialisations (mainly at the Faculty of Health and Social Sciences and partially also at the faculty of Economics). Specifics of specialisations and differences in publication strategies among specialisations were seen even within the same faculty in terms of outputs and their possible international relevance. The evaluation also included needs for instrumental facilities of individual faculties or study programmes.

The USB is one of the better **research-oriented universities** and is a respected centre of university science and research not only in the Czech Republic, but also on European and global scales in some areas. An important component of the University's scientific and research activities is its **close cooperation with the various institutes of the Academy of Sciences of the Czech Republic**. The quality of its research results is documented by the number of individual awards for members of its research staff, success in grant competitions and the volume of institutional research support. Recently, a number of units has obtained top instrumental facilities **with the support of the EU funds, and new facilities have been constructed and existing facilities modernized to meet the highest international standards**. Thus, in conjunction with the quality of the members of its research staff, the conditions for further dynamic development of scientific results have been established.

The significant position of the USB among educational and research units not only in South Bohemia, but also in the Czech Republic and Central Europe, is also evidenced by the **results of various studies, rankings and comparisons** which are regularly published in Czech and foreign periodicals, special issues of newspapers and magazines, and on the Internet. **In a number of fields of science, the USB is among the top 10 research institutes in the Czech Republic** and it compares with the world's top in several areas. Within the Czech Republic, the USB ranks **among the best 5 - 7 universities in terms of various criteria and among the best Czech universities established after November 1989**.

As part of international rankings, USB monitors rankings in which the university already appears (e.g. QS World University Rankings, URAP – University Ranking by Academic Performance, SIR – SCImago Institutions Rankings, NTU – National Taiwan University Ranking: Performance Ranking of Scientific Papers of World Universities, uniRank – University Ranking or Webometrics Ranking of World Universities), and rankings in which the university is not represented yet (e.g. THE – Times Higher Education World University Rankings, ARWU Shanghai – Academic Ranking of World Universities, CWTS Leiden Ranking or CWUR ranking, compiled by the Center for World University Rankings). Although the USB regularly monitors these international rankings, it also recognises negatives that are associated with some of the existing rankings (e.g. focusing on scientific performance and/or reputation of the rated institution, ranking determined based on the number of Nobel Prize winners, inaccuracy of input data, inconsistency of the used methodology over time, annual expansion of the number of institutions included in the evaluation and others). With this in mind, the USB cautiously works with these rankings and interprets results contained in them.

The USB uses several levels of evaluation systems focused on creative activities implemented at the university and faculty levels. **The university-level evaluation** is mainly of a supervisory nature and is the basis for regular discussions with the heads of faculties on the direction and strategy of creative activities in each faculty, whereas the faculty-level evaluation directly impacts the allocation of funds for creative activities at the faculty level. Great emphasis is placed on **data quality and the objectivity of the evaluations**, which must be in compliance with the National Policy on Research, Development and Innovation in the Czech Republic. Individual evaluation levels for creative activities are described below:

1. The evaluation of the outcomes of creative activities based on national evaluations carried out by Research, Development and Innovation Council of the Czech Republic

Currently, the general evaluation overview of the outcomes of creative activities at the USB is based on the national evaluation using scores in the register of information on outcomes (RIV). To a certain extent, **the internal evaluation corrects** the results obtained at the national level, because the USB evaluation does not transfer the scores as such to faculties, but a certain share of RIV points (10%) is redistributed based on another type of evaluation (see point 3 below). The USB closely follows trends in the annual shares of particular faculties in the overall score and leads discussions with faculty heads regarding the further development of creative activities at faculties. As the national evaluation system leading to RIV points in its current form is being discontinued, the USB with the contribution of the JU Internal Evaluation Board has been developing new evaluation systems (see below).

2. The evaluation of outcomes of creative activities using the Information System for Academic Staff Evaluation (IS ASE)

Since 2014, the USB has been gradually launching a new evaluation methodology at all faculties using the software tool **IS ASE** developed at Palacký University in Olomouc. Currently, the system has been implemented at seven faculties, with the last one joining in 2018, making the system ready for a university-wide evaluation. The system makes it possible to monitor the outcomes of creative activities of individual members of staff and aggregate them at any management level. Data collection on individual members of staff takes place every year in March. The results are subsequently evaluated at the department, faculty and university levels. The outcomes of evaluations are used directly for the allocation of funds for creative activities within certain faculties, as well as for the identification of excellent individual achievers, as well as research teams at the USB. This evaluation system has been gradually finalised and optimised to **take the role of the primary evaluation tool for creative activities at the USB starting from 2019**; at the moment, faculties still partially use their existing evaluation tools to evaluate creative activities of specialisations (staff members). However, in principle, qualitative and quantitative criteria are combined.

3. Individual evaluation and identification of excellent research

Apart from the two evaluation levels described above, the USB also uses other evaluation methods, particularly to **identify excellent research at the university**. The USB places emphasis on being successful in competitive grants, and grant success rate is monitored and reflected in the redistribution of a share (8%) of the financial contribution for Research organisation development (RVO). Excellent research is also identified in specific internal competitions:

a) The Rector's Award for Scientific Publications

Every year, each faculty submits the most significant outcomes of its creative activities in four areas of science - Natural Science, Agricultural Science, Humanities and Socio-economic Science. The outcomes are assessed by specialisation boards made up of leading experts at the university.

b) Specific projects in the field of creative activities

A share of RVO (2%) is allocated to specific projects submitted by faculties for approval to the Rector's Advisory Board, which subsequently makes a decision on the allocation of funds to particular projects. The present system of identification and evaluation of excellent creative activities at the USB has been in place since 2013.

c) University postdoctoral positions

Every year, the USB provides high-quality science teams with the opportunity to apply for funding for a postdoctoral position at the university. Two postdoctoral positions are awarded each year, one in Natural Sciences and Agricultural Sciences, the other in Humanities. The position is awarded by the USB Scientific Board based on the quality of the given unit and of the postdoctoral fellow. Separate Evaluation Committees will be appointed for selection and evaluation process as of 2018.

Commercialisation of creative activities

The USB takes part in applied research projects in terms of the Technology Agency of the Czech Republic or under grants provided by government ministries, mainly via faculties focusing on applied research. The USB has long been dedicated to activities aimed at the transfer of knowledge and commercialisation of the outcomes of creative activities. In 2012, the USB established **the Office for Technology Transfer as the central unit for IP protection and the commercialisation of R&D outcomes**. The Office for Technology Transfer at the USB ensures a complex portfolio of services necessary for the commercialisation of R&D outcomes, in particular:

- USB intellectual property management, assistance regarding its identification and protection,
- education and consulting in the field of technology transfer,
- facilitating cooperation with entities in the business domain,
- the promotion of research activities in individual faculties,
- comprehensive support in starting up spin-off companies,
- conducting negotiations on licences with prospective customers,
- consultancy on drawing up commercialisation plans,
- marketing and promotional services focused on the application of research outcomes on the market,
- organising conferences and seminars focused on knowledge transfer and protection of R&D outcomes.

Establishing the Office for Technology Transfer at the USB has been a great help in standardising the system of monitoring intellectual property at the USB, the standardisation of the reporting system and the system of technical and administrative assistance in obtaining IP protection. In 2014, **the Commercialisation Board** was established, which supervises the use and effective spending of funds allocated for the commercialisation of research and development outcomes.

6.3 Related and supporting activities

The evaluation of supporting and related activities at the USB is performed in two rounds depending on instructions from the Rector and the Vice-Rector responsible for internal evaluation. It is performed for individual units pursuant to Section 22 (1) c) of the Higher Education Act (**the Academic Library, the British Centre, the Information Technology Centre, Goethe Centre**), for special-purpose facilities under Section 22 (1) d) of the Higher Education Act (**Residence Halls and Cafeterias, the Preschool facility – “Kvítek” children’s**), and other units with a university-wide scope of operations (**the Support Centre for Students with Special Needs, the EPISTEME Edition** – USB publishing house supporting quality non-commercial scientific monographs). The quality of USB sports grounds, managed mostly by the Faculty of Education in relation to the provision of sporting degree programmes/specialisations, and overall sporting activities of USB students are evaluated.

The last evaluation concerned the individual components/units in 2017, covering a period of 2012–2016, or in units that had not existed for so long, a period from their inception (the last one to be established in 2016 was the “Kvítek” children’s group which aims at supporting parents – USB staff members in terms of work-life balance). The results of this evaluation of related activities at the Rector’s Advisory Board level and by the USB Internal Evaluation Board are positive; there was only a minimum of comments

concerning support activities. A new impulse for the quality development of the USB Academic Library and USB Residence Halls and Cafeterias was brought with the appointment of new directors of these university components at the end of 2017 after the retirement of previous directors, and in connection with a vision of further development of these components included in the concept prepared by new management, especially the acquisition policy of the USB Academic Library (the establishment of an acquisition advisory board composed of representatives from individual faculties).

A further evaluation of support activities and the quality of facilities (building quality, teaching space, offices, development and redevelopment, etc.) is mainly performed in connection with the **evaluation of investment priorities** as part of the annual Plans for Implementation of the USB Strategic Plan at the level of university management, Rector's Advisory Board, and management of the faculties and other components (with the support of the USB Investment Department), also having in mind that sufficient material resources are needed for each degree programme at the USB faculties.

6.4 International dimension

Over 26 years of its existence, USB has become visible on the international scene, both on the European and the global scope. Today, the USB **cooperates with nearly 300 universities all over the world**. Among centres that guarantee the internationalisation of the USB are the Department of Foreign Relations of the USB Rectorate and the Foreign Relations Units at the various USB faculties. In addition, since November 2017, the development of **internationalisation at the USB has been reinforced by a key USB Internationalisation activity under the OP RDE project "The Development of USB-ESF"** which aims at the improvement of care for foreign students and staff members arriving at the USB and at providing support for students and USB staff members who depart for foreign universities. Foreign students can benefit from the support of the International USB Student Club which has been based in the recently opened Kampa building on the USB campus since 2016 and has wheelchair access. Both students and academic staff members have acquired new spaces for joint meetings.

International cooperation has been established mainly with similarly focused universities and academic centres so that students participating in foreign exchange programmes can choose courses that correspond to their curricula and make a maximum use of the ECTS (**European Credit Transfer System**) model which is implemented at the USB. The aim is to support student and staff mobilities to centres abroad and foreign students and academic staff members incoming to the US. Since 2005, the USB has automatically awarded all its graduates a **Diploma Supplement Label** free of charge. The diploma supplement contains the status of successfully completed studies, the list of courses evaluated according to the ECTS and the number of credits awarded for each course. The supplement also contains information on courses completed abroad, bachelor's or master's thesis, thesis defence, final state examinations and an overall evaluation of results. The diploma supplement complies with the model created by the European Commission, the Council of Europe and UNESCO/CEEPES. It is issued in two languages – Czech and English.

USB students are provided with information about the possibilities of mobility credit assessment in advance through the university and faculty websites, at meetings with the Department of Foreign Relations of the USB Rectorate and by Foreign Departments at individual faculties and via e-mails. Prior to their mobilities, students enter into agreements on the recognition of courses completed at a foreign university with their sending institute/department. The agreement can be amended while a student is abroad following the same rules and terms that govern amendments to the **Learning Agreement**. Upon return, all courses completed during a study stay are recognised by the students depending on the form of recognition negotiated before and during the mobility (the course is recognised as obligatory, elective, or selective). Dean's Ordinances on foreign student mobilities usually lay down rules for the recognition of courses attended at a foreign university at the relevant faculties.

The USB offers degree programmes in foreign languages and works with partner universities abroad as part of jointly accredited degree programme of the **joint degree, double degree and multiple degree** types during which students complete part of their studies at a foreign university. Within the context of cross-border cooperation, the USB works most intensively with its partner University of Johannes Kepler

in Linz and the University of Passau. International activities are of a great importance for quality enhancement and the international standard in education and research.

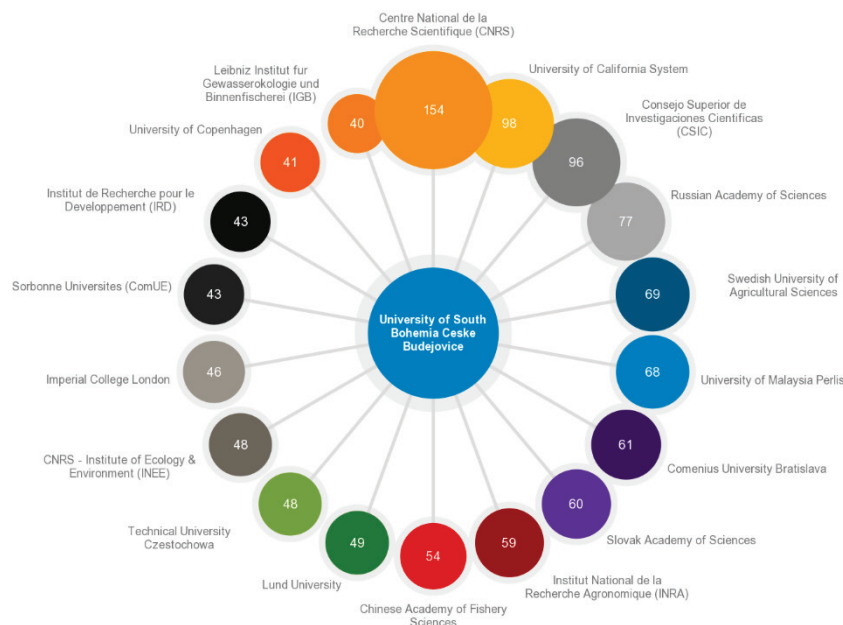
The USB has 9 joint/double/tri-national degree programmes (3 bachelor's and 6 consecutive master's degree programmes):

- 1) Title: **French language for European and International Trade**; Specialisation: specialised language for commerce; Study languages: French + English/Spanish or English/German; Partner institutions: Université Bretagne-Sud, Faculté de Lettres, Langues, Sciences humaines et Sociales / the University of South Bohemia, the Faculty of Arts; Degree programme type: bachelor's.
- 2) Title: **French Language**; Specialisation: linguistics, sociolinguistics; Study languages: French; Partner institutions: Université Paris-Descartes, Faculté des Sciences Humaines et Sociales - Sorbonne / the University of South Bohemia in České Budějovice, the Faculty of Arts; Degree programme type: consecutive master's.
- 3) Title: **French Language**; Specialisation: text and discourse linguistics; Study languages: French; Partner institutions: Université de Lorraine, UFR Sciences Humaines et Sociales, Metz / the University of South Bohemia in České Budějovice, the Faculty of Arts; Degree programme type: consecutive master's.
- 4) Title: **Italian language**; Specialisation: linguistics, terminology; Study languages: Italian, Czech; Partner institutions: Università Cattolica del Sacro Cuore (UCSC), Milano / the University of South Bohemia in České Budějovice, the Faculty of Arts; Degree programme type: consecutive master's.
- 5) Title: **Spanish language**; Specialisation: teaching Spanish as a foreign language, literature studies and digital culture; Study languages: Spanish; Partner institutions: Universidad de Salamanca / the University of South Bohemia in České Budějovice, the Faculty of Arts; Degree programme type: consecutive master's.
- 6) Title: **Biological chemistry**; Partner organisation: Johannes Kepler University (Linz, Austria) / The University of South Bohemia in České Budějovice, the Faculty of Science; Degree programme type: bachelor's.
- 7) Title: **Bioinformatics**; Partner organisation: Johannes Kepler University (Linz, Austria) / The University of South Bohemia in České Budějovice, the Faculty of Science; Degree programme type: bachelor's.
- 8) Title: **Biological chemistry**; Partner organisation: Johannes Kepler University (Linz, Austria) / The University of South Bohemia in České Budějovice, the Faculty of Science; Degree programme type: consecutive master's.
- 9) Tri-national degree programme the Faculty of Economics USB: Title: **Regional and European Project Management**; Partner organisation: Bretagne-Sud in Lorient (France) and the University of Applied Sciences in Zwickau (Germany) / the University of South Bohemia in České Budějovice, the Faculty of Economics; Degree programme type: consecutive master's.

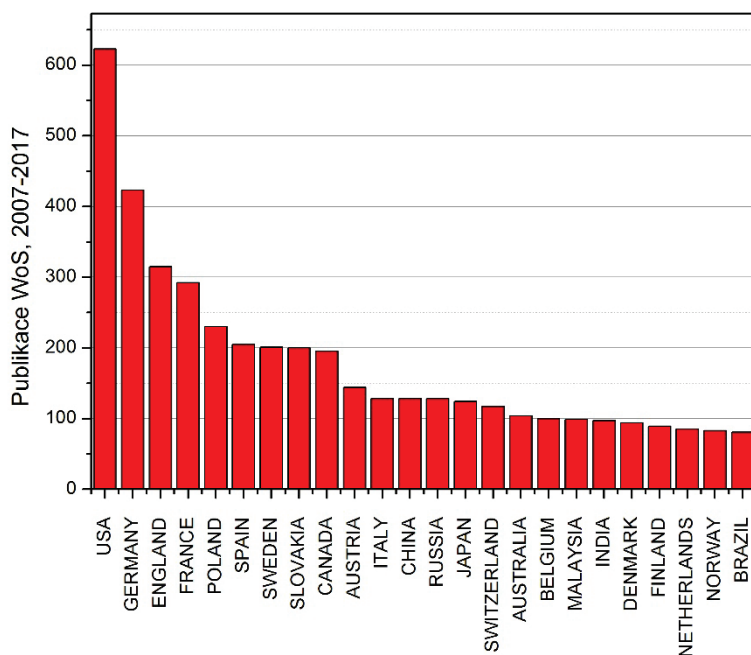
Students at the USB can engage in foreign exchange programmes, especially under the Erasmus Plus Project (EU Education Programme 2014–2020) and **the Institutional Plan of USB Internationalisation Development for 2016–2018** under which they receive a financial support for foreign mobilities as free-movers for a period of more than one month. Student mobility is further supported by scholarship from faculty scholarship funds, scholarships under intergovernmental agreements for specific destinations within the framework of the international education programmes **Erasmus Mundus, Comenius, Tempus, Fulbright Foundation, CEEPUS, DAAD, KAAD, and Aktion**. Student mobilities abroad are also supported by funds from both individual and team projects of the USB Grant Agency and departments funds from RVO resources. The possibility of mobilities and traineeships is offered to students from the second year of the bachelor's degree programme, to students in master's degree programmes and students in doctoral degree programmes for whom a mobility is a compulsory part of their individual curricula.

The involvement of the USB in international educational projects has been increasing in recent years. In 2016, the USB was involved in 41 projects; in 2015 it was 38 international educational projects and in 2014, 34 programmes. In 2013, it was 10 projects, in 2012 and 2011, the USB was involved in 36 and 27 international educational projects.

International cooperation in research is documented mainly by a number of **scientific outputs created in cooperation with foreign research organisations**, although we must not neglect **mobilities of academic staff members** and their visits to centres abroad (**lectures, research fellowships, conferences** etc.) (which is being covered especially in reports by specialisation guarantors and under Strategic Plan indicators).



Numbers of USB publications in WoS in 2007 - 2017 created in cooperation with partner institutions abroad. Data source: InCites.



The graph illustrates the number of USB publications with foreign co-authors in 2007-2017. Only the top 25 countries are shown. (The Total Number of USB publications in WoS in the given period was 5,690). Data source: InCites.

International cooperation at the USB is also enhanced by two **international research stations** at Svalbard (The Centre for Polar Ecology) and Papua New Guinea (The Centre for Tropical Ecology) operated in close cooperation with the CAS Biology Centre. Both stations also host USB students, which enhances the active involvement of students in international research at the USB.

6.5 Lifelong learning and the “third role” of the university

In addition to education in bachelor's, master's and doctoral degree programmes, scientific, research and other creative activities, the USB's mission is also to **provide further services to the region**, contributing to its development (see also USB commercialisation activities in the chapter on science and creative activities herein) and to develop other forms of education to enable the general public to acquire, disseminate, deepen or renew knowledge from different areas of knowledge and culture. Through its different components, the USB offers **a range of lifelong learning activities** in the form of one-off training activities and long-term courses designated for all age groups, which is also summarised in the **Lifelong Learning Self-Evaluation Report for 2012 – 2016**. Currently, we can point out that since the 2016/2017 academic year, the USB has been offering special courses for children under the **Children's University. To adults**, it offers both interest education and courses leading to the expansion or acquisition of a new qualification, including courses with accreditation (MEYS, MLSA), further training and education of teachers (in-service training for educational staff), vocational training of social workers and a number of other training activities. **For senior citizens**, the USB has been offering courses under the University of the Third Age (U3A) for many years. **Training provided to university staff** (both academic and non-academic) is also an integral part of lifelong learning activities at the USB.

For a more accurate picture of the scope of these activities at the USB, we provide details about the last evaluated year, i.e. 2016, when the USB also organised the “**Týden vzdělávání dospělých**” (Adult Education Week) **in the South Bohemian Region** and the Lifelong Learning Unit of the USB Rectorate acted as the AIVD (the Association of Adult Education Institutions in the Czech Republic) Regional Coordinator. Under the programme (19 – 25 September 2016), more than 70 events were organised involving over 40 different organisations and educational institutions all over the South Bohemian Region. Overall, the programme was attended by more than 2 000 candidates. All eight faculties of the USB are involved in lifelong learning activities. However, the intensity of involvement varies from one faculty to the other, depending on the professional orientation and the size of the faculty. Administrative and coordination facilities for individual faculties are provided by the Lifelong Learning Unit at the USB Rectorate, which also organizes a number of internal employee courses. The number of lifelong learning courses in the calendar year 2016 increased from original 443 to 451 compared to the previous period. Out of this number, in 2016, the Lifelong Learning Unit of the USB Rectorate implemented a total of 55 educational activities. The year-on-year increase in faculty courses is approximately 3%. Of the total number, 149 courses were focused on vocational performance, 237 courses were of interest, and 65 courses were organized by the University of the Third Age. Overall, more than 10 000 people participated in lifelong learning activities in 2016 (10 926), which is about 2 149 people more than in the previous year (the year-on-year increase was 24.5%). Vocational performance courses were attended by 3 019 participants, interest courses were attended by 6 774 participants, and courses organised under the University of the Third Age by 1 133 participants. Most courses were organized in the field of natural sciences (54% of participants), mainly thanks to educational activities provided by the International Environmental Educational, Advisory and Information Centre of Water Protection Vodňany (the IEEAIC Vodňany centre belongs to the Faculty of Fisheries and the Protection of Water USB). 17% of participants attended courses focusing on social sciences, 13% of participants attended courses in the fields of pedagogy, teaching and social care, and 9% of participants chose courses in the fields of agriculture, forestry and veterinary sciences.

Due to a very diverse nature and focus of individual USB components, partner organisations and forms of cooperation under the U3A are very diverse. The faculties work with their own group of organisations that differ both in the type of activity and in the possibilities of engaging students in such cooperation. In general, cooperation with the regional application sphere at the USB can be divided into several forms – involvement of industry experts in degree programmes; solving practical problems in semestral, bachelor and diploma projects; traineeships for students in enterprises and other institutions; student

practicums in primary and secondary schools; contractual implementation of professional work of a service or research character; provision of expert consultations and consulting; implementation of joint projects; organisation of professional lectures and seminars; provision of training to representatives of state administration and self-government; working in a wide range of work groups, professional bodies and platforms shaping events in the region; cooperation on the preparation of regional development strategies and plans; and involvement in projects, strategies and studies aimed at tackling environmental, social and societal challenges, including projects of a charitable nature. The fact that the USB has been more than successful in this respect is documented by the study **"Wealth in Diversity. 2016 Profiles of Public Universities and Faculties in the Czech Republic"**, under which the USB received the highest possible evaluation in the field of regional development and social inclusion.

As concrete examples of such cooperation from recent years, we can mention the development strategy for the new municipality of Polná in the Šumava Mountains with the Municipal Authority of Květušín in one part of the abandoned Boletice military zone; cooperation on the evaluation of the Strategic Development Plan of the South Bohemian Region; participation in the Working Group for the Preparation of the Development Strategy for the City of České Budějovice; consultations on various social topics with councillors and members of the Municipal Social Committee, and at the national level, cooperation with the Ministry of Labour and Social Affairs on the preparation of an amendment to the Social Services Act and an upgrade to the Minimum Standard of the Association of Social Services and innovation of the minimum standard of the Association of Educators in Social Work; expert guarantee of newly negotiated cooperation between the Šumava and the Bavarian Forest National Parks in the field of scientific research; representation in the Council of the Šumava National Park and an active participation in the new professional platform scientists for Šumava, whose mission is the presentation of "Scientists for Šumava" whose mission is to present information about Šumava to the media, public administration and the general public; cooperation on projects returning endangered species to Czech Nature and the restoration of their populations in the most affected areas (e.g., crayfish, selected fish species, wild horses, European bison, elks and back-bred aurochs); cooperation in the creation of a breeding book of critically endangered Siamese crocodile with the Protivín Zoo which focuses on the breeding of crocodiles; implementation of a long-term monitoring project of the impact of the Temelín nuclear power plant on the environment; and a project aimed at the application of experimental treatment of woody plants, implementation of activities aimed at linking agricultural education, training and applied research with business practice in the South Bohemian region; and cooperation on rescue archaeological research. More detailed information on the third role of the USB can be found mainly in the USB Annual Reports, provided for individual faculties.

7 CONTROL SYSTEM IN THE MANAGEMENT OF THE HIGHER EDUCATION INSTITUTION

Under the internal financial control system, the USB provides financial inspections based on currently valid legislative provisions, namely Act No. 320/2001 Coll., on financial control in public administration, as amended, and implementing Decree by the Ministry of Finance No. 416/2004 Coll.

Management inspections are provided at the USB through managers or the staff authorized by them to ensure the direct execution of operations. The inspection of the planned and prepared operations is defined at the USB by the Rector's Ordinance for the implementation of the R 66 internal and inspection system of 30 October 2006.

Preliminary management control at the USB under Act No. 320/2001 Coll. is carried out by responsible employees appointed by the Rector, the Deans of faculties or directors of units. The payee of the operation is the head of a unit or the project executor for each constituent part and the Rectorate of the USB. The function of the budget administrator is usually performed by the secretaries or economists from the individual constituent parts and by an authorized employee at the Rectorate. The preliminary inspection by the chief accountant is carried out by accountants from individual constituent parts who are responsible for the accounting of accounting cases. Continuous and follow-up management inspections are provided by employees from individual parts of the USB according to the responsibilities arising from their job descriptions when executing operations (continuous inspections), respectively by authorized managers or employees of designated units when evaluating and reviewing performed operations, knowing the nature of the tasks of individual workplaces, the corresponding sources of funding, the relevant legislation, etc. (follow-up inspections).

Continuous monitoring and verification of the financial control system is carried out at the USB by the Internal Audit and Control Unit. The activity of this unit follows an annual plan approved by the Rector. The audit and inspection activities of the unit and its outcomes in individual years are described in more detail in the annual activity reports of the USB; a summary of the most important findings and recommendations comprises one part of the annual reports on internal audit activities.

8 CURRENT TASKS IN THE DEVELOPMENT OF INTERNAL QUALITY ASSURANCE AND EVALUATION SYSTEM

Setting up a quality assurance and evaluation system is a never-ending process; in the near future, it involves mainly the preparation for institutional accreditation in selected areas of education at the USB, the development of activities performed by **the USB International Board**, including translations of a number of internal USB standards into English, strengthening internationalisation (including strengthening foreign language teaching). Subsequently, assessment by a renowned foreign agency is considered. Finally, the USB also sees the potential for further development of quality in completing the implementation of a unified system of evaluation of academic and non-academic staff members in all USB components during 2018 and also under the OP RDE project "Development of Capacities for Science and Research" that is being currently launched and whose aim is to implement rules and processes leading to **the HR Award**. Aligning conditions to this award will make the USB more attractive as a research centre at the international scale and create an optimal working environment for researchers.

9 CONCLUSION

A comprehensive USB quality evaluation took place in 2017 (and was completed at the level of the USB Internal Evaluation Board at the beginning of 2018). It covered the period of 2012–2016 and was performed in line with internal regulations and other USB standards that were completely reviewed in 2016–2017 as a result of an amendment to the Higher Education Act. A continuous quality assurance process and its evaluation will take place in the coming years, especially in the form of processing of annual addenda to the Self-Evaluation Reports. Emphasis will be also placed on the pursuit of continuously improving the quality of all activities carried out by the USB. In this context, the USB is expecting new incentives also from the newly established USB International Board.

The basic description of the internal quality assurance and evaluation system of educational, creative and related activities, its individual processes, bodies and other relevant actors at the level of the university and its individual components includes the Rules of Quality Assurance System for Educational, Creative and Related Activities at the USB. The authority and responsibility for the quality of educational activities, creative activities and related activities are further developed by the USB Organisation Regulations, the USB Rectorate Regulations and the organisational regulations of individual faculties, and by relevant measures, regulations and methodologies issued at the university level in the Rector's, Vice-Rector's or Bursar's Ordinances, and at the faculty level issued by the Dean, Vice-Dean or the Secretary. All of the above regulations together form a functional unit which is subject to regular reviews both at the level of individual faculties and at the level of the university.

The evaluation also includes the **assessment of USB strengths and weaknesses**. We see the new setting of quality assurance and evaluation processes at the USB mainly as an **opportunity** to reassure the quality of all our activities, among others in relation to the university's internal self-government, the strengthening of links between scientific (creative) activities and educational activities, the reinforcement of the system of feedback by relevant stakeholders, clearer profiling of degree programmes, but also in relation with an emphasis on international, national and regional position of the university, the development and cultivation of educational and creative activities as well as fulfilling the third role of the USB in the context of the South Bohemian Region and the Czech Republic as a whole.

SWOT analysis (summary)

Strengths:

- a diversity of fields of educational and creative activities,
- close links between science and education in many fields of education,
- high-quality instrumental facilities,
- quality experts in a number of fields of education,
- a significant role in the region with strong national and foreign overlaps,
- cooperation with the Academy of Sciences of the Czech Republic,
- an increasing quality of related activities (RH&C, AC USB).

Weaknesses:

- a large number of closely specialised disciplines and their overlaps,
- difficult transport accessibility of South Bohemia and ten USB (staff, students, internationalisation),
- difficulties in hiring employees from other regions of the Czech Republic,
- undeveloped inter-faculty and interdisciplinary cooperation,
- low language competences of some employees,
- a low success rate of acquiring external resources at some faculties.

Opportunities:

- new accreditations - thinking about a new concept of degree programmes,
- a new quality evaluation – an amendment to the Higher Education Act,
- quality facilities for learning and research,
- stabilisation and prioritisation at the USB,
- a new methodology for the evaluation of science – emphasis on quality rather than quantity.

Threats:

- a disproportionate increase of administrative burden at all levels of management (constantly growing legislation that does not reflect the specificities of universities),
- unpredictability of the funding of universities, education and research, emphasis on applied research,
- the level of knowledge of secondary school graduates, their quality,
- Demographic situation (student counts).

10 LIST OF ACRONYMS

Acronym	Meaning
ACC	Academic Computer Centre
AC CR	The Accreditation Committee of the Czech Republic
AC USB	The Accreditation Committee of the University of South Bohemia in České Budějovice (2012–2016)
AD	Active Directory
AIVD	The Association of Adult Education Institutions in the Czech Republic
AS CR	The Academy of Sciences of the Czech Republic
B	Bachelor's programmes
BDP	Bachelor's Degree Programme
C	Consecutive master's programmes
CBRNE	Chemical, Biological, Radiological, Nuclear, Explosive materials
CC	Card centre
CD	Compact disk
CEEPUS	Central European Exchange Programme for University Studies
CMDP	Consecutive master's degree programme
CR	Czech Republic
DAAD	Deutscher Akademischer Austauschdienst
DDP	Doctoral Degree Programme
DHCP	Dynamic Host Configuration Protocol
DNS	The Domain Name System is a hierarchical and decentralized naming system for computers, services, or other resources connected to the Internet or a private network.
DRO	Development of research organisation
DVPP	In-service training for educational staff
ECTS	European Credit Transfer and Accumulation System
EFQM	The European Foundation for Quality Management
ERIH+	European Reference Index for the Humanities
ESF	European Social fund
EU	European Union
FA	Faculty of Agriculture
FE	Faculty of Economics
FEd	Faculty of Education
FFPW	Faculty of Fisheries and the Protection of Waters
FHSS	Faculty of Health and Social Sciences
FoA	Faculty of Arts
FSc	Faculty of Science
FT	Faculty of Theology
FTP	The File Transfer Protocol is used for the transfer of computer files between a client and server on a computer network.
GA USB	The Grant Agency of the University of South Bohemia in České Budějovice
HD	HelpDesk
ICT	Information and communication technologies
IDM	Information system for user identity management

Acronym	Meaning
IEEAIC	The International Environmental Educational, Advisory and Information Centre of Water Protection Vodňany
iFIS	Financial and economic system
IS ASE	Information system of academic staff evaluation
ISB	International Student Club
ISC	Information System Centre
IT	Information technology
ITC	Information Technology Centre
KAAD	Katholischer Akademischer Ausländer-Dienst
LDAP	Lightweight Directory Access Protocol
LLL	Life-long learning
M	Master's programmes
MDP	Master's degree programme
MEYS	The Ministry of Education, Youth and Sports
MIS	Management information system
MLSA	The Ministry of Labour and Social Affairs
MS	Microsoft
MTP	Material and technical provision
NAB	National Accreditation Bureau for Higher Education
OBD	Publication records system
OP RDE	Operational Programme Research, Development and Education
P	Doctoral programmes
PC	Personal computer
PKI	Public key infrastructure and distribution management
R&D	Research and development
RIV	Register of information on outcomes
RUV	Art performance register
STAG	Information system of study agenda
SWOT	A universal analytical method focused on the assessment of internal and external factors that affect the success of an organisation or a specific plan. (S = Strengths; W = Weaknesses; O = Opportunities; T = Threats)
TA CR	The Technology Agency of the Czech Republic
U3A	University of the Third Age
UCSC	Università Cattolica del Sacro Cuore, Itálie
UFR	Unité de Formation et de Recherche
UNESCO/ CEEPES	The European Centre for Higher Education / Centre Européen pour l'Enseignement Supérieur
USB	University of South Bohemia in České Budějovice
VERSO	Application environment
VPN	Virtual private network
WoS	Web of Science

11 ANNEXES AND SUPPORTING DOCUMENTS

Annex 1: A summary of evaluations performed over the last 5 years

Annex 2: An overview of provided ICT services

Annex 3: Procedure of application for accreditation of a degree programme (a new programme outside the institutional accreditation).

Annex 4: Procedure for reporting and managing discrepancies in the quality assurance and evaluation system

Annex 1: A summary of evaluations performed over the last 5 years

Quality evaluation of educational activities

As part of the quality evaluation of educational activities, particularly the evaluation of degree programmes/specialisations and related theses, the evaluation of processes used to obtain feedback from members of academia, prospective students, graduates and employers of graduates are monitored. Furthermore, professional opportunities for graduates, the rate of the completion of studies, the rate of termination of studies other than by completion, and the rate of failure in the admission procedure are also considered. Degree programmes/specialisations are evaluated based on a Self-Evaluation Report of a Degree Programme/specialisation submitted by the Guarantor of each particular degree programme/specialisation.

Performed quality evaluation of educational activities

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FE USB	Financial and Insurance Mathematics	B	2012–2016	2017
FE USB	Structural Policy of the EU for Public Administration	B	2012–2016	2017
FE USB	Management of Commerce	B	2012–2016	2017
FE USB	Management and Business Economics	B	2012–2016	2017
FE USB	Accountancy and Financial Management	B	2012–2016	2017
FE USB	Economic Informatics	B	2012–2016	2017
FE USB	Economic Informatics	B	2012–2016	2017
FE USB	Management of Commerce	C	2012–2016	2017
FE USB	Management and Business Economics	C	2012–2016	2017
FE USB	Structural Policy of the EU and Rural Development	C	2012–2016	2017
FE USB	Accounting and Financial Management	C	2012–2016	2017
FE USB	Commerce and Entrepreneurship	C	2012–2016	2017
FE USB	Regional and European Project Management (a programme without a study field)	C	2012–2016	2017
FE USB	Economic Informatics	C	2012–2016	2017
FE USB	Management and Business Economics	P	2012–2016	2017
FoA USB	Cultural Studies (single subject study)	B	2012–2016	2017
FoA USB	Archaeology (double subject study)	B	2012–2016	2017
FoA USB	Archival Studies (single subject study)	B	2012–2016	2017
FoA USB	Archival Studies (double subject study)	B	2012–2016	2017
FoA USB	History (single subject study)	B	2012–2016	2017
FoA USB	History (double subject study)	B	2012–2016	2017
FoA USB	Archaeology (single subject study)	B	2012–2016	2017
FoA USB	English Language and Literature (double subject study)	B	2012–2016	2017
FoA USB	Czech Studies (single subject study)	B	2012–2016	2017
FoA USB	Czech Studies (double subject study)	B	2012–2016	2017
FoA USB	Czech-German Area Studies (single subject study)	B	2012–2016	2017
FoA USB	French Language for European and International Trade	B	2012–2016	2017
FoA USB	French Language and Literature (single subject study)	B	2012–2016	2017

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FoA USB	French Language and Literature (double subject study)	B	2012–2016	2017
FoA USB	Italian Language (single subject study)	B	2012–2016	2017
FoA USB	Italian Language and Literature (double subject study)	B	2012–2016	2017
FoA USB	Italian Language for European and International Trade	B	2012–2016	2017
FoA USB	German Language and Literature (double subject study)	B	2012–2016	2017
FoA USB	Spanish Language and Literature (single subject study)	B	2012–2016	2017
FoA USB	Spanish Language and Literature (double subject study)	B	2012–2016	2017
FoA USB	Spanish Language for European and International Trade	B	2012–2016	2017
FoA USB	Aesthetics (single subject study) / Aesthetics (double subject study)	B	2012–2016	2017
FoA USB	Art History (single subject study)	B	2012–2016	2017
FoA USB	Art History (double subject study)	B	2012–2016	2017
FoA USB	Cultural Studies (single subject study)	C	2012–2016	2017
FoA USB	History (single subject study)	C	2012–2016	2017
FoA USB	History (double subject study)	C	2012–2016	2017
FoA USB	Archaeology (single subject study)	C	2012–2016	2017
FoA USB	Archival Studies (single subject study)	C	2012–2016	2017
FoA USB	English and American Literature (double subject study)	C	2012–2016	2017
FoA USB	Czech Studies (single subject study)	C	2012–2016	2017
FoA USB	Czech Studies (double subject study)	C	2012–2016	2017
FoA USB	Czech-German Area Studies (single subject study)	C	2012–2016	2017
FoA USB	French Language (single subject study)	C	2012–2016	2017
FoA USB	French Language and Literature (double subject study)	C	2012–2016	2017
FoA USB	Italian language (single subject study)	C	2012–2016	2017
FoA USB	Italian Language and Literature (double subject study)	C	2012–2016	2017
FoA USB	Spanish Language (single subject study)	C	2012–2016	2017
FoA USB	Spanish Language and Literature (double subject study)	C	2012–2016	2017
FoA USB	Teaching English for Secondary Schools (double subject study)	C	2012–2016	2017
FoA USB	Czech Language and Literature Teaching for Secondary School Teachers	C	2012–2016	2017
FoA USB	Secondary School Teaching in History	C	2012–2016	2017
FoA USB	French Language Teaching for Secondary Schools	C	2012–2016	2017
FoA USB	Italian Language Teaching for Secondary Schools	C	2012–2016	2017
FoA USB	Spanish Language Teaching for Secondary Schools	C	2012–2016	2017
FoA USB	The History and Philosophy of Art	C	2012–2016	2017

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FoA USB	Bohemian History / Tschechische Geschichte	P	2012–2016	2017
FoA USB	Auxiliary Sciences of History	P	2012–2016	2017
FoA USB	Archaeology	P	2012–2016	2017
FoA USB	Czech Language	P	2012–2016	2017
FoA USB	Romance Languages	P	2012–2016	2017
FoA USB	History of Modern Czech Literature / History of 19th and 20th Century Literature	P	2012–2016	2017
FFPW USB	Protection of Waters	B	2012–2016	2017
FFPW USB	Fishery	B	2012–2016	2017
FFPW USB	Fishery and Protection of Waters	C	2012–2016	2017
FFPW USB	Fishery	P	2012–2016	2017
FT USB	Philosophy and Religious Studies	B	2012–2016	2017
FT USB	Theology (single subject study) / Theology (double subject study)	B	2012–2016	2017
FT USB	Free Time Education	B	2012–2016	2017
FT USB	Social and Charity Work	B	2012–2016	2017
FT USB	Philosophy	C	2012–2016	2017
FT USB	Theology	C	2012–2016	2017
FT USB	Theology of Ministry	C	2012–2016	2017
FT USB	Secondary School Teaching in Religion and Ethics	C	2012–2016	2017
FT USB	Free Time Education	C	2012–2016	2017
FT USB	Ethics in Social Work	C	2012–2016	2017
FT USB	Theology	M	2012–2016	2017
FT USB	Philosophy	P	2012–2016	2017
FT USB	Charity Work	P	2012–2016	2017
FT USB	Theology / Theologie	P	2012–2016	2017
FEd USB	Geography in Public Administration	B	2012–2016	2017
FEd USB	Foreign Languages for European and International Trade - Russian	B	2012–2016	2017
FEd USB	Physical Education and Sports (single subject study)	B	2012–2016	2017
FEd USB	Physical Education and Sports (double subject study)	B	2012–2016	2017
FEd USB	Physical Education and Sports for Education	B	2012–2016	2017
FEd USB	Special Education of Preschool Age – Kindergarten Teaching	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in English Language	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Czech Language and Literature	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Physics	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in History	B	2012–2016	2017
FEd USB	Instrument Playing or Singing for Education (single subject study)	B	2012–2016	2017

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FEd USB	Introductory Teacher Training Course in Music (double subject study)	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Chemistry	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Information Technology	B	2012–2016	2017
FEd USB	Information Technology and e-learning (full-time form of study)	B	2012–2016	2017
FEd USB	Information Technology and e-learning (combined form of study)	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Mathematics	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in German Language	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Natural History	B	2012–2016	2017
FEd USB	Nature and Environmental Education (full-time form of study)	B	2012–2016	2017
FEd USB	Nature and Environmental Education (combined form of study)	B	2012–2016	2017
FEd USB	Social Pedagogy (combined form of study)	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Social Sciences	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Technical Training	B	2012–2016	2017
FEd USB	Teaching Vocational Subjects	B	2012–2016	2017
FEd USB	Nursery School Teaching	B	2012–2016	2017
FEd USB	Health Education (full-time form of study)	B	2012–2016	2017
FEd USB	Health Education (combined form of study)	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Health Education	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Plastic Art (single subject study)	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Plastic Art (double subject study)	B	2012–2016	2017
FEd USB	Fundamentals of Manufacturing Engineering for Education (full-time form of study)	B	2012–2016	2017
FEd USB	Fundamentals of Manufacturing Engineering for Education (combined form of study)	B	2012–2016	2017
FEd USB	Introductory Teacher Training Course in Geography	B	2012–2016	2017
FEd USB	Art Therapy	B	2012–2016	2017
FEd USB	Psychology	B	2012–2016	2017
FEd USB	Teacher Training in Physical Education	C	2012–2016	2017
FEd USB	Teacher Training in English Language	C	2012–2016	2017
FEd USB	Teacher Training in Czech Language and Literature	C	2012–2016	2017
FEd USB	Teacher Training in History	C	2012–2016	2017
FEd USB	Teacher Training in Physics (full-time form of study)	C	2012–2016	2017
FEd USB	Teacher Training in Physics (combined form of study)	C	2012–2016	2017
FEd USB	Teacher Training in Physics and Information Technology	C	2012–2016	2017

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FEEd USB	Teacher Training in Chemistry	C	2012–2016	2017
FEEd USB	Teacher Training in Information Technology	C	2012–2016	2017
FEEd USB	Teacher Training in Mathematics	C	2012–2016	2017
FEEd USB	Teacher Training in German Language	C	2012–2016	2017
FEEd USB	Teacher Training in Natural History	C	2012–2016	2017
FEEd USB	Teacher Training in Technical Education (full-time form of study)	C	2012–2016	2017
FEEd USB	Teacher Training in Technical Education (combined form of study)	C	2012–2016	2017
FEEd USB	Secondary School Teacher Training in General Subjects for the 2. Degree of Primary Schools - Czech Language as a Foreign Language	C	2012–2016	2017
FEEd USB	Teacher Training in Health Education	C	2012–2016	2017
FEEd USB	Teacher Training in Visual Arts	C	2012–2016	2017
FEEd USB	Teacher Training in Visual Arts for Basic Arts School	C	2012–2016	2017
FEEd USB	Teacher Training in Geography	C	2012–2016	2017
FEEd USB	Teacher Training in Physical Education for Secondary Schools	C	2012–2016	2017
FEEd USB	Teacher Training in Physical Education for Secondary Schools (single subject study)	C	2012–2016	2017
FEEd USB	Teaching to Play an Instrument or Singing for High and Basic Art Schools	C	2012–2016	2017
FEEd USB	Teacher Training in Music for Basic Schools, High Schools and Basic Artistic Schools	C	2012–2016	2017
FEEd USB	Teacher Training in Psychology for Secondary Schools (double subject study)	C	2012–2016	2017
FEEd USB	Teacher Training of Basics of Social Sciences and Civic Education for High and Secondary School	C	2012–2016	2017
FEEd USB	Education Concerning to Health Education (full-time form of study)	C	2012–2016	2017
FEEd USB	Education Concerning to Health Education (combined form of study)	C	2012–2016	2017
FEEd USB	Teaching for the First Level of Primary School (full-time form of study)	M	2012–2016	2017
FEEd USB	Information and Communication Technology in Education	P	2012–2016	2017
FEEd USB	Theory of Education in Physics	P	2012–2016	2017
FEEd USB	Theory of Mathematics Education	P	2012–2016	2017
FEEd USB	Biology Education	P	2012–2016	2017
FEEd USB	Educational Psychology	P	2012–2016	2017
FHSS USB	Protection of Inhabitants Focused on Chemical, Biological, Radiological and Nuclear Noxa and Explosives	B	2012–2016	2017
FHSS USB	General Nursing / Nurse	B	2012–2016	2017
FHSS USB	Rehabilitation-Psychosocial Care for Handicapped Children, Adults and Seniors	B	2012–2016	2017
FHSS USB	Physiotherapy	B	2012–2016	2017

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FHSS USB	Nutritional Therapy	B	2012–2016	2017
FHSS USB	Radiological Assistant	B	2012–2016	2017
FHSS USB	Health Technician	B	2012–2016	2017
FHSS USB	Health Rescuer	B	2012–2016	2017
FHSS USB	Public Health Protection	B	2012–2016	2017
FHSS USB	Midwife	B	2012–2016	2017
FHSS USB	Social Work in Public Administration	B	2012–2016	2017
FHSS USB	Special Pedagogy - Tutorship	B	2012–2016	2017
FHSS USB	Civil Emergency Readiness	C	2012–2016	2017
FHSS USB	Nursing in Selected Clinical Disciplines	C	2012–2016	2017
FHSS USB	Rehabilitation-Psychosocial Care for Handicapped Children, Adults and Seniors	C	2012–2016	2017
FHSS USB	Expert Worker in Public Health Protection	C	2012–2016	2017
FHSS USB	Nursing (a programme without a specialisation)	P	2012–2016	2017
FHSS USB	Rehabilitation (a programme without a specialisation)	P	2012–2016	2017
FSc USB	Mathematics for Future Teachers (double subject study)	B	2012–2016	2017/2018
FSc USB	Applied Mathematics	B	2012–2016	2017/2018
FSc USB	Biological Chemistry	B	2012–2016	2017/2018
FSc USB	Chemistry (single subject study)	B	2012–2016	2017/2018
FSc USB	Chemistry for Future Teachers (double subject study)	B	2012–2016	2017/2018
FSc USB	Biology	B	2012–2016	2017/2018
FSc USB	Biology for Future Teachers (double subject study)	B	2012–2016	2017/2018
FSc USB	Biomedical Laboratory Techniques	B	2012–2016	2017/2018
FSc USB	Biophysics	B	2012–2016	2017/2018
FSc USB	Environmental Management	B	2012–2016	2017/2018
FSc USB	Physics	B	2012–2016	2017/2018
FSc USB	Physics for Future Teachers	B	2012–2016	2017/2018
FSc USB	Informatics for Future Teachers (double subject study)	B	2012–2016	2017/2018
FSc USB	Applied Informatics	B	2012–2016	2017/2018
FSc USB	Bioinformatics	B	2012–2016	2017/2018
FSc USB	Measuring and Computer Technology	B	2012–2016	2017/2018
FSc USB	Mechatronics	B	2012–2016	2017/2018
FSc USB	Secondary Schools Teacher Training in Mathematics	C	2012–2016	2017/2018

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FSc USB	Biological Chemistry	C	2012–2016	2017/2018
FSc USB	Biochemistry	C	2012–2016	2017/2018
FSc USB	Environmental Chemistry	C	2012–2016	2017/2018
FSc USB	Secondary Schools Teacher Training in Chemistry (double subject study)	C	2012–2016	2017/2018
FSc USB	Experimental Biology	C	2012–2016	2017/2018
FSc USB	Clinical Biology	C	2012–2016	2017/2018
FSc USB	Parasitology	C	2012–2016	2017/2018
FSc USB	Ecosystem Biology	C	2012–2016	2017/2018
FSc USB	Secondary Schools Teacher Training in Biology	C	2012–2016	2017/2018
FSc USB	Zoology	C	2012–2016	2017/2018
FSc USB	Botany	C	2012–2016	2017/2018
FSc USB	Biophysics	C	2012–2016	2017/2018
FSc USB	Secondary Schools Teacher Training in Physics	C	2012–2016	2017/2018
FSc USB	Physical Measuring and Modelling	C	2012–2016	2017/2018
FSc USB	Applied Informatics	C	2012–2016	2017/2018
FSc USB	Secondary Schools Teacher Training in Informatics	C	2012–2016	2017/2018
FSc USB	Entomology	P	2012–2016	2017/2018
FSc USB	Hydrobiology	P	2012–2016	2017/2018
FSc USB	Infection Biology	P	2012–2016	2017/2018
FSc USB	Parasitology	P	2012–2016	2017/2018
FSc USB	Ecosystem Biology	P	2012–2016	2017/2018
FSc USB	Zoology	P	2012–2016	2017/2018
FSc USB	Botany	P	2012–2016	2017/2018
FSc USB	Physiology and Developmental Biology	P	2012–2016	2017/2018
FSc USB	Biophysics	P	2012–2016	2017/2018
FSc USB	Molecular and Cell Biology and Genetics	P	2012–2016	2017/2018
FA USB	Animal Husbandry	B	2012–2016	2017/2018
FA USB	Biology and Protection of "Hobby" Organisms	B	2012–2016	2017/2018
FA USB	Land Adjustment and Real Estate Trade	B	2012–2016	2017/2018
FA USB	Agribusiness	B	2012–2016	2017/2018
FA USB	Agricultural Ecology	B	2012–2016	2017/2018
FA USB	Sustainable Systems in Agricultural Land	B	2012–2016	2017/2018
FA USB	Agricultural and Handling Technology: Trade, Service and Services	B	2012–2016	2017/2018
FA USB	Agricultural Biotechnology	B	2012–2016	2017/2018
FA USB	Agriculture	B	2012–2016	2017/2018
FA USB	Agricultural Ecology	C	2012–2016	2017/2018
FA USB	Agribusiness	C	2012–2016	2017/2018
FA USB	Agricultural Products' Quality	C	2012–2016	2017/2018
FA USB	Agricultural Biotechnology	C	2012–2016	2017/2018
FA USB	Agricultural and Handling technology	C	2012–2016	2017/2018
FA USB	Agricultural Engineering	C	2012–2016	2017/2018
FA USB	Multifunctional Agriculture	C	2012–2016	2017/2018

Faculty	Specialisation name	Degree programme type	Evaluation period	Evaluation year
FA USB	Animal Husbandry	C	2012–2016	2017/2018
FA USB	Biology and Protection of “Hobby” Organisms	C	2012–2016	2017/2018
FA USB	Land Adjustment and Real Estate Trade	C	2012–2016	2017/2018
FA USB	Agricultural Chemistry	P	2012–2016	2017/2018
FA USB	Applied and Landscape Ecology	P	2012–2016	2017/2018
FA USB	Agricultural Ecology	P	2012–2016	2017/2018
FA USB	General Plant Production	P	2012–2016	2017/2018
FA USB	Specialized Plant Production	P	2012–2016	2017/2018
FA USB	General Zootechnics	P	2012–2016	2017/2018
FA USB	Specialized Zootechnics	P	2012–2016	2017/2018
FA USB	Zoohygiene and Livestock Disease Prevention	P	2012–2016	2017/2018
FA USB	Agricultural Biotechnology	P	2012–2016	2017/2018

Quality evaluation of lifelong learning programmes

The main focus of the evaluation of lifelong learning programmes is the feedback obtained from students and graduates of individual lifelong learning programmes. The main subject of the evaluation is the quality of teaching and the organisation of programmes, the way each lifelong learning programme’s promotion is ensured, the trends in interest in the programmes offered and the demand for lifelong learning programmes. The supporting document for the evaluation of lifelong learning programmes is the Evaluation Report for the Lifelong Learning Programmes prepared by the Lifelong Learning Council, appointed pursuant to the Code of Lifelong Learning.

Performed quality evaluation of lifelong learning programmes

Evaluation name	Evaluation period	Evaluation year
Life-long learning programmes at USB	2012–2016	2017/2018

Quality evaluation of creative activities

The quality of creative activities is evaluated with regard to the strategic documents of the USB, its strategic plans and the overall development policy for creative activities at the USB and within its individual faculties in compliance with faculty strategic documents and their specialisation. The agreement between creative activities and individual degree programmes and fields of education is also monitored. Creative activities are evaluated with respect to the differing approaches taken towards publishing and quoting strategies in different degree programmes and the evaluation follows from making a comparison of the performance of similar programmes at the USB, in the Czech Republic as well as from the international benchmarking of various programmes. In addition to evaluating the quality of results and bibliometric analyses, the basis for evaluating the quality evaluation of creative activities is also the Faculty Self-Evaluation Report submitted by the Dean of the faculty.

Performed quality evaluation of creative activities

Evaluation name	Evaluation period	Evaluation year
Quality evaluation of creative activities at FE USB	2012–2016	2017/2018
Quality evaluation of creative activities at FoA USB	2012–2016	2017/2018
Quality evaluation of creative activities at FEd USB	2012–2016	2017/2018
Quality evaluation of creative activities at FSc USB	2012–2016	2017/2018
Quality evaluation of creative activities at FFPW USB	2012–2016	2017/2018
Quality evaluation of creative activities at FT USB	2012–2016	2017/2018
Quality evaluation of creative activities at FHSS USB	2012–2016	2017/2018
Quality evaluation of creative activities at FA USB	2012–2016	2017/2018

Quality evaluation of related activities

The quality of related activities refers to the quality of activities supporting the principal mission of the USB, i.e. the quality of educational and creative activities. Related activities include the management and administration of the University, infrastructure, personnel and financial resources, information and consultancy systems and services, including libraries, publication and publishing activities, student accommodation and meals and ensuring the infrastructure for their leisure activities. The evaluation of the quality of related activities is based upon the Report on the Quality of Related Activities, submitted by the Director of each respective university unit or the head of a different unit or section responsible for the implementation of related activities.

Performed quality evaluation of related activities

Evaluated university-wide units /related activities	Evaluation period	Evaluation year
USB Academic Library	2012–2016	2017/2018
USB Information Technology Centre	2012–2016	2017/2018
USB British Centre	2012–2016	2017/2018
USB residential halls and cafeterias	2012–2016	2017/2018
"Kvítek" children group	2012–2016	2017/2018
USB Support Centre for Students with Special Needs	2012–2016	2017/2018
USB Goethe Centre	2012–2016	2017/2018
EPISTEME Publishing House	2012–2016	2017/2018
USB sports facilities	2012–2016	2017/2018

Further evaluation and examples of conducted surveys and inquiries

Further evaluations, national and university-wide surveys and inquiries

Name of the evaluation /survey/inquiry	Evaluation year (frequency)
Academic staff member evaluation	once a year
Other staff member evaluation	once a year
Student assessment of teaching (course survey)	once a term
Personnel audit of USB non-academic staff members	2016
Survey of user-friendliness of the USB Information System (conducted after the Personnel audit of USB non-academic staff members)	2016
National EUROSTUDENT survey (attitudes and living conditions of higher education students)	2013, 2016

Name of the evaluation /survey/inquiry	Evaluation year (frequency)
Nationwide survey on information literacy of higher education students	2015
National REFLEX survey (employability and professional opportunities for graduates on the labour market and the evaluation of acquired higher education)	2013

Examples of faculty surveys and inquiries used as part of feedback mechanisms

Name of the evaluation /survey/inquiry
<ul style="list-style-type: none"> • Survey of interest in higher education among secondary school students. • Survey among admission procedure participants (evaluation of the admission procedure, communication with applicants and communication channels based on which applicants received information about study opportunities and degree programmes offered). • Survey among students of the first years of bachelor's programmes (motivation to study, expectations associated with study, problems of transfer from secondary school to university). • Survey among students leaving the study without properly closing the studies (identification of reasons for leaving/terminating studies, problems associated with studies, evaluation study organisation, conditions for study). • Survey among students of finals years of study – independently for different types of programmes (bachelor's, master's, doctoral) or specific specialisations (retrospective evaluation of completed studies, possible continuation in consecutive programmes). • Survey among students focusing on student practicums. • Survey of students' interest in a new form of benefits rewarding active students. • Survey of students' interest in tutoring in selected courses. • Survey among graduates (transition from the university to the labour market, the speed of finding a job, the job position currently held, the wage conditions of graduates, the evaluation of acquired competences with respect to requirements of the position, and graduates' interest in joining the USB ALUMNI Club or faculty graduate clubs). • Survey among members of the university-wide USB ALUMNI Club or faculty graduate clubs (possibilities to actively collaborate, a selection of benefits, a newsletter). • Identification of feedback from participants in events organised by individual faculties (e.g. in the context of lifelong learning activities). • Survey among faculty partners and major employers of graduates (interest in cooperation, forms of collaboration, monitoring of needs for further training of employees). • Survey among employees (employee satisfaction with working conditions, financial evaluation, career development opportunities, a selection of further education). • Survey of further education and training needs among employees from individual components of the university. • Faculty audits focused on key management processes and the fulfilling of EFQM requirements. • Survey conducted out within the framework of faculty research projects (different target groups according to the field of research) or as part of student qualification papers.

Annex 2: An overview of provided ICT services

The USB management and development of centralized information systems and information infrastructures is provided by a university-wide unit – the USB **Information Technology Centre** (ITC). CIT currently includes:

- **The Academic Computer Centre** (ACC ITC) is responsible mainly for the following: the operation and development of the USB backbone network and its connection to the CESNET network; the management of optical routes, and passive and active elements of the USB backbone network; the management of the university-wide network services and servers; the management of the USB wireless network including its integration into the EDUROAM network; the security and backup of university servers and services; the management of a central system for managing user identities at the USB (IDM) and its connection to other IS; the management of central authentication and authorisation systems (LDAP, Shibboleth, FreeRadius); user and methodical support in hardware, software and provided network services (FTP, WWW, Mail, DNS, DHCP and others); indirect connections of other organisations to the national research network; the management of the CESNET2 network in České Budějovice,
- **The Information System Centre** (ISC ITC) – it provides mainly: economic system management (iFIS, payroll and HR, MTR, orders and invoices, contracts, filing service), a central document repository, the VERSO application environment and its modules (MIS, LLL, request forms, Mobility, disposal sheets), the STAGCZ study system, a system for student assessment of teaching, e-learning system, the OBD system for the recording scientific and research activities at the USB, a system for evaluating academic staff members, the USB digital telephone network, mobile operator services, administration of the Active Directory central domain, Hyper-V Virtualisation cluster, and PC and client equipment for the Rectorate and the Faculty of Arts; it provides user and methodological support in the field of administered information systems and support to faculties when generating reports for MEYS,
- **HelpDesk and Card Centre** (HD and CC ITC) – it provides support to users when handling requests and solving problems; it provides user support for mobile operator services; it manages and develops agendas for issuing and extending the validity of ID cards for students, employees, LLL participant, graduates and guests at the USB; it manages the USB single access system and the USB camera system; it facilitates access to the recordings of the camera system; it performs the SafeQ administration for printing and copying at the USB; it deals with complaints in the SafeQ system; it ensures the operation and setup of USB internal payment system machines and provides support for the users of the USB internal payment system.

USB ITC provides ICT services in all key areas at the USB:

- information support for education and study organisation (STUDIUM),
- information support for science and research (VEDA),
- information support for managerial and administrative activities (MANAG),
- campus information support (KAMPUS),
- e-campus information support (EKAMPUS),
- information and physical security (BEZPEC),
- other cross-sectional services (PRUREZ),
- IT infrastructure (INFRA).

In these areas, ITC provides virtually all centralised services with the exception of the library IS (operations provided by the USB Academic Library) and the catering and accommodation IS (operations provided by the USB Residential Hall and Cafeterias).

Specific ICT needs and requirements of individual faculties and USB components are provided by IT unit at USB faculties and components. The ITC provides faculties and USB components with necessary cooperation when connecting their IS to university-wide services, but also methodological and user support in the use of provided centralised ICT services.

A brief list of ICT services provided¹

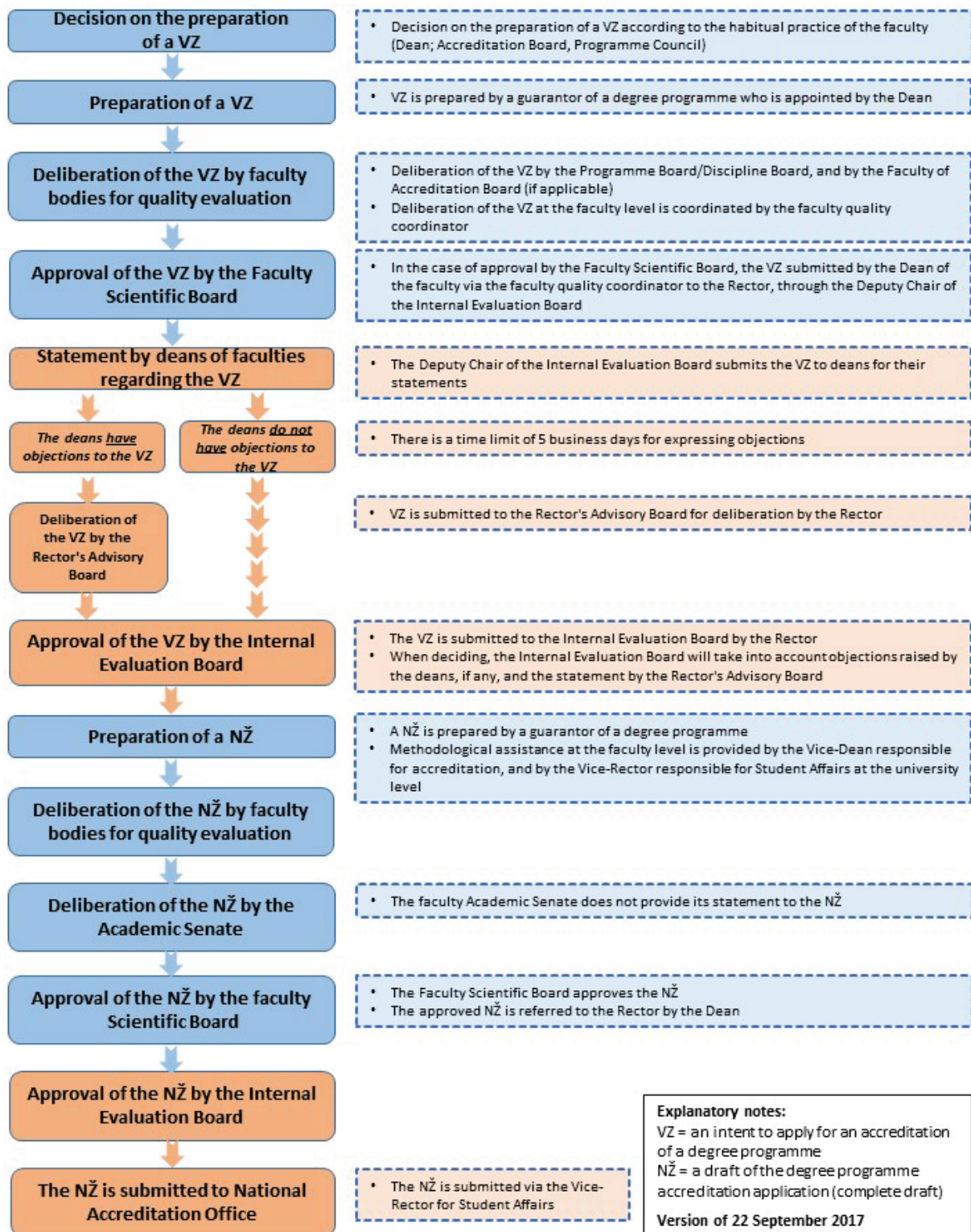
Field	Year of commissioning	Acronym	Service name	Number
BEZPEC	2012	AUDITPC	PC audit system	2
BEZPEC	2003	AUTENT	Authentication services - university-wide	6
BEZPEC	2011	EDUID	Federace identit edulD - the USB is a member	1
BEZPEC	1998	FIREWALL	Firewalls - network, server, personal	3
BEZPEC	2003	IDKARTY	Production, distribution and renewal of ID Cards	1
BEZPEC	2007	IDM	Single identity management	1
BEZPEC	2009	ISMS	Information Security Management System	1
BEZPEC	2004	KAMERY	USB camera system	1
BEZPEC	2000	MONITOR	Operations control system	5
BEZPEC	1998	AD	The AD central domain and PC management	2
BEZPEC	2011	PKI	PKI Infrastructure	2
BEZPEC	2011	SSO	Single Sign-On	2
BEZPEC	2004	POLICE	Statements for the Police of the Czech Republic and for courts	1
EKAMPUS	2013	KOPLA	Payment concentrator	1
EKAMPUS	1995	ORADB	DB Oracle-server	2
EKAMPUS	2006	ORGSTR	USB organisational structure and telephone directory	1
EKAMPUS	2011	RT	RT system - dealing with problems and requests	1
EKAMPUS	2016	UNIAPPS	UniApps mobile application	1
EKAMPUS	2004	VPN	Access to USB VPN	1
EKAMPUS	1994	WEBY	USB web servers and portals - operations	1
INFRA	2007	CLUSTER	Virtualisation clusters	2
INFRA	2007	DATULOZ	Central data storage	1
INFRA	1992	FYZSRV	Physical servers for service provision	1
INFRA	1992	INTERNET	Connection to the USB Internet	1
INFRA	2002	NEPRPRIP	Indirect connecting of institutions to the Internet via CESNET	1
INFRA	1999	OPTSIT	USB optical network - optical network administration	1
INFRA	1992	PCZAM	Management of staff members' PCs in their workplaces	1
INFRA	1992	PSIT	Backbone computer network	1
INFRA	1992	SERVEROVNY	Server room administration	1
INFRA	2000	SPRUZLU	CESNET node administration	1
INFRA	1998	UPS	Backup power supply for centralized services	1
INFRA	2007	VIRTSRV	Virtual servers for service provision	1
INFRA	1998	ZALOH	Backing up and archiving	3
KAMPUS	2008	EDUROAM	USB connection to eduroam.cz	1
KAMPUS	2014	HELPDESK	ITC HelpDesk - user support	1
KAMPUS	2004	IPS	Internal payment system	1
KAMPUS	2004	JIS	Access system	1
KAMPUS	2004	SAFEQ	Printing and copying management at the USB	1
KAMPUS	1997	TEL	Telephone services	4

¹ Individual rows can combine more provided services and their number at the end of year 2016 is shown in the last column. E.g. There are six specific authentication services that are provided (LDAP, LDAP-WiFi, FreeRadius-JU_wireless, FreeRadius-Eduroam, AD, LDAPIPS). Source: ITC USB, 2017.

Field	Year of commissioning	Acronym	Service name	Number
KAMPUS	2005	WIFI	USB wireless network - provided WiFi networks	3
KAMPUS	2013	ZOBRSYS	USB display system	1
MANAG	2006	AMI	Building passportisation	1
MANAG	2011	CP	Travel orders (VERSO module)	1
MANAG	2011	CZV	Life-long learning programmes (VERSO module)	1
MANAG	1992	EGJE	Human resources and payroll	1
MANAG	2009	EINVENT	Electronic stocktaking services	1
MANAG	1995	FIS	Financial and economic system	1
MANAG	2011	LL	Disposal sheets (VERSO module)	1
MANAG	2004	MIS	Management IS (VERSO module)	1
MANAG	2010	MOBILITY	Mobility (VERSO module)	1
MANAG	1999	PROJ	IT project solution	1
MANAG	2007	REGSMLUV	Register of contracts (FIS module)	1
MANAG	2007	SPSL	Records management (FIS module)	1
MANAG	2004	VERSO	Application environment	1
MANAG	2007	VYPLPAS	Payslips (EGJE module)	1
MANAG	2010	VZ	Public contracts (FIS module)	1
MANAG	2009	ZAD	Request forms (VERSO module)	1
MANAG	1992	ZPRAVY	Preparation of supporting documents and outputs for annual reports	1
PRUREZ	1998	ANTISPAM	Antivirus and antispam services for e-mail accounts	2
PRUREZ	1998	ANTIVIR	Antivirus services for PCs and servers	3
PRUREZ	2010	CUL	Central document repository	1
PRUREZ	1992	DHCP	IP address allocation	2
PRUREZ	2000	DISTLIST	Distribution lists for e-mailing	2
PRUREZ	1992	DNS	Transfer of domain names to IP addresses	2
PRUREZ	1992	EMAIL	E-mail services	3
PRUREZ	2014	GROUPW	Groupware services (shared directories, calendars, tasks, etc.)	1
PRUREZ	2014	INSTMSG	Instant messaging	2
PRUREZ	1992	NTP	Time servers	2
PRUREZ	2014	OFFICE	MS Office licenses (for work, home)	2
PRUREZ	2014	ONEDRIVE	OneDrive - personal web repository (in Office 365)	1
PRUREZ	1992	ROUTING	Network traffic routing and management	1
PRUREZ	2007	SWLIC	Administration of university-wide SW licenses	1
PRUREZ	2014	TYMWEBY	Team websites (in Office 365)	1
PRUREZ	1998	VIDEOKONF	Video conferences	3
STUDIES	2008	ANTIPLAG	Plagiarism identification systems	2
STUDIES	2014	HAP	Academic staff member evaluation	1
STUDIES	2010	MOBILITY	USB student and staff member mobility (VERSO module)	1
STUDIES	2012	MOODLE	Moodle e-learning system	1
STUDIES	2011	NUSL	Data preparation for the Czech National Repository of Grey Literature	1
STUDIES	2006	SHV	Student assessments of teaching	1
STUDIES	1999	STAG	Study information system	1

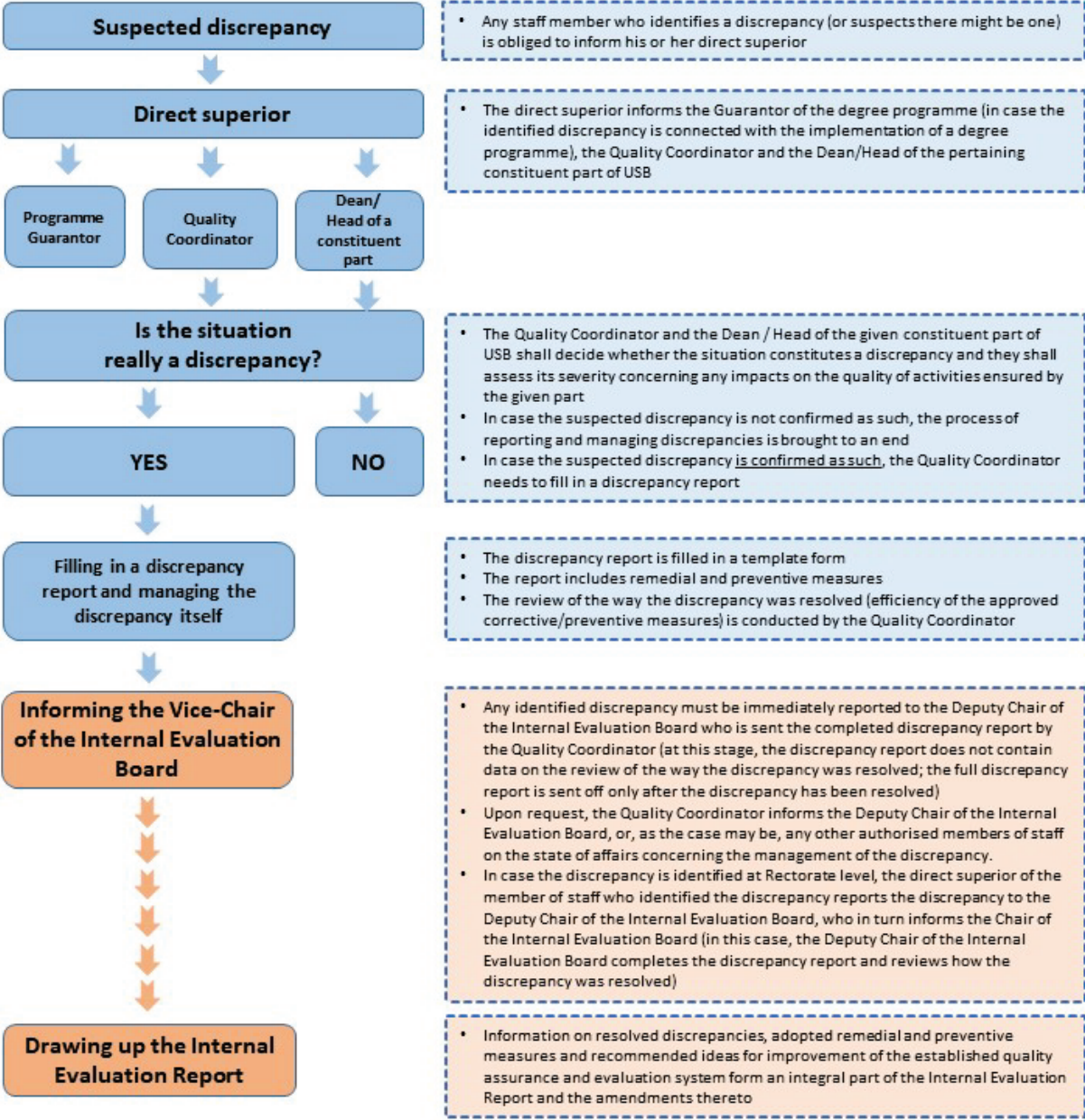
Field	Year of commissioning	Acronym	Service name	Number
STUDIES	2001	UCEBNY	Classrooms and laboratories - management	1
VEDA	2008	GAJU	USB Grant Agency	1
VEDA	2000	OBD	Publication records	1
VEDA	1999	RIV	Register of information on outcomes	1
VEDA	2013	RUV	Register of Art Performance	1

Annex 3: Procedure of application for accreditation of a degree programme (a new programme outside the institutional accreditation)



Annex 4: Procedure for reporting and managing discrepancies in the quality assurance and evaluation system

The procedure for reporting and managing discrepancies shall apply mutatis mutandis to the process of submitting ideas for improvement of the established quality assurance and evaluation system



- Any staff member who identifies a discrepancy (or suspects there might be one) is obliged to inform his or her direct superior

- The direct superior informs the Guarantor of the degree programme (in case the identified discrepancy is connected with the implementation of a degree programme), the Quality Coordinator and the Dean/Head of the pertaining constituent part of USB

- The Quality Coordinator and the Dean / Head of the given constituent part of USB shall decide whether the situation constitutes a discrepancy and they shall assess its severity concerning any impacts on the quality of activities ensured by the given part
- In case the suspected discrepancy is not confirmed as such, the process of reporting and managing discrepancies is brought to an end
- In case the suspected discrepancy is confirmed as such, the Quality Coordinator needs to fill in a discrepancy report

- The discrepancy report is filled in a template form
- The report includes remedial and preventive measures
- The review of the way the discrepancy was resolved (efficiency of the approved corrective/preventive measures) is conducted by the Quality Coordinator

- Any identified discrepancy must be immediately reported to the Deputy Chair of the Internal Evaluation Board who is sent the completed discrepancy report by the Quality Coordinator (at this stage, the discrepancy report does not contain data on the review of the way the discrepancy was resolved; the full discrepancy report is sent off only after the discrepancy has been resolved)
- Upon request, the Quality Coordinator informs the Deputy Chair of the Internal Evaluation Board, or, as the case may be, any other authorised members of staff on the state of affairs concerning the management of the discrepancy.
- In case the discrepancy is identified at Rectorate level, the direct superior of the member of staff who identified the discrepancy reports the discrepancy to the Deputy Chair of the Internal Evaluation Board, who in turn informs the Chair of the Internal Evaluation Board (in this case, the Deputy Chair of the Internal Evaluation Board completes the discrepancy report and reviews how the discrepancy was resolved)

- Information on resolved discrepancies, adopted remedial and preventive measures and recommended ideas for improvement of the established quality assurance and evaluation system form an integral part of the Internal Evaluation Report and the amendments thereto

Legend:
 Discrepancy = any identified non-conformance between the existing and desirable state
 Version of 22 January 2018