

## **Methodical Guidelines for the Assessment of Degree Programmes**

### ***Všeobecné lékařství and General Medicine***

The subject of the assessment of the degree programme is the fulfilment of the standards in the structure given in the assessment form. It is assessed whether the HEI and the submitted degree programme correspond to the required level set out in the standards, according to the aspects laid down in these methodical guidelines. The methodical guidelines interpret and specify the requirements of the standards for accreditation according to Government Regulation No. 274/2016 Coll. with the help of the *Basic Medical Education World Federation for Medical Education Global Standards for Quality Improvement*. Requirements directly based on these *Global Standards* are referred to as "WFME" throughout the document, otherwise they are standards for accreditation according to Government Regulation No. 274/2016 Coll.

#### ***Self-evaluation report***

When assessing the self-evaluation report, it is evaluated whether it corresponds to the information about the degree programme provided in the submitted appendices. The self-evaluation report should capture the strengths and weaknesses of the HEI, respectively its units, in meeting the standards for the accreditation of degree programmes. Merely stating that the standards have been met is not sufficient. The self-evaluation should correspond to the actual situation as shown by the other information provided in the application. If the self-evaluation report does not correspond to the resources for the degree programme or does not reveal problems in its composition and structure, which are evident from the appendices, it can be concluded that the processes of the quality evaluation of educational, creative and related activities are not fully functional within the HEI. On the other hand, if a degree programme contains weaknesses but nevertheless meets the minimum standards and the self-evaluation report shows that the HEI is aware of the shortcomings and proposes appropriate solutions, this should be taken into account in the evaluation.

#### **Institutional environment**

Mission and values

##### **WFME 1. MISSION STATEMENT**

The faculty has a document or public statement that sets out its values, priorities and objectives. The assessment of fulfilment is based on an evaluation of the following areas:

- The role, target group and possible use of the mission statement are defined.
- The document outlines the faculty's purpose, values, social impact, educational goals, research functions, and relationships with health care providers.
- Assessment of the extent to which the statement was developed in consultation with stakeholders, and which stakeholders were involved.
- Assessment of the translation of the mission statement into curriculum definition and quality assurance.
- Assessment of how accessible the mission statement is to academia and the public.

#### **Competences of the HEI bodies**

##### **1.1 HEI BODIES**

The body of the HEI that performs the functions of the statutory body and other bodies, their powers, competences and responsibility, unless they derive directly from the Higher Education Act, must be defined in the statutes or other internal regulations (in the case of private higher education institutions, in the internal regulations). These specifications must be functional.

## 1.2 FACULTY BODIES

The competences, powers and responsibilities of the bodies of the units of the HEI for activities and actions relating to the development and implementation of degree programmes, including their evaluation by the HEI, must be defined in the internal regulations of the HEI. The definition must be functional and the division of powers, competences and responsibilities of the HEI bodies and units of the HEI relating to the development and implementation of the degree programmes must form a functional whole.

### WFME 8.1 GOVERNANCE

The faculty has a defined governance structure in relation to teaching, learning, research, and resource allocation, which is transparent and accessible to all stakeholders, aligns with the faculty's mission and functions, and ensures stability of the institution. The assessment of fulfilment is based on an evaluation of the following areas:

- The organisational structure, including bodies, membership, responsibilities and subsidiarity, is clearly anchored in the internal regulations of the HEI and the faculty. These arrangements form a functional whole.
- The main decision-making processes are clearly defined, indicating the authorities and bodies involved in the decision-making process. The arrangement of decision-making processes is functional.
- Internal regulations and related documents clearly define the faculty's management structure and the system of budget adoption and control. This arrangement is functional.
- Evaluation of whether the faculty has set up functional procedures for risk management and internal audit.

### WFME 8.2 STUDENT AND ACADEMIC STAFF REPRESENTATION

The faculty has adequate policies and procedures for involving or consulting students and academic staff in key aspects of the faculty's management and educational activities and processes. The assessment of fulfilment is based on an evaluation of the following areas:

- The faculty's internal regulations and related documents clearly define the methods and mechanisms for student and academic staff involvement in the management and governance of the faculty.
- Evaluation of the arrangement (within internal regulations and related documents) of how students and academic staff can adequately participate in or comment on the planning, implementation, student evaluation and activities of the faculty in the area of quality assessment. This involvement is functional.

### WFME 8.3 ADMINISTRATION

The faculty has appropriate and sufficient administrative support to achieve its goals in teaching, learning and research. The assessment of fulfilment is based on an evaluation of the following areas:

- The existence and actual operation of policies and procedures to ensure adequate and effective administrative, personnel, and budgetary resources for all faculty activities and operations and how these policies and procedures support the operation of the institution.

- The internal regulations and related documents of the faculty clearly define the organisational structure of administrative activities in relation to teaching, learning and research.
- Procedures are in place to evaluate the quality and performance of the administrative apparatus.
- The existence and functionality of review processes.

#### Internal system of quality assurance and the evaluation of educational, creative and related activities of the HEI

##### WFME 7. QUALITY ASSURANCE SYSTEM

The faculty has implemented a quality assurance system that addresses the educational, administrative and research activities of the faculty. The assessment of fulfilment is based on an evaluation of the following areas:

- The internal regulations and related documents of the faculty clearly define and delineate the objectives, role, concept and management of the quality assurance system, including what the faculty considers to be adequate quality in curriculum planning and implementation. These processes are functional.
- Procedures are clearly defined on how the set-up of the quality assurance system is evaluated and how the review of quality assurance structures and procedures is carried out. These procedures are functional.
- The internal regulations and related documents of the faculty clearly define the responsibilities for the quality assurance system of the faculty.
- The internal regulations and related documents of the faculty clearly define how internal and external stakeholders are involved in the quality assurance activities of the faculty. This involvement is functional.
- Evaluation of whether and how the quality assurance system meets or follows the system at the HEI of which the faculty is a part and the system at the national level. The arrangement must be functional and internally consistent.

##### 1.3 DEFINITION OF COMPETENCES

The powers and responsibility for the quality of educational activities, creative activities and related activities must be defined and exercised within the HEI and the units of the HEI. They are reflected in the activities of the bodies, the structure of job positions and the job descriptions of relevant staff at the level of the HEI, the units of the HEI and the organisational units of the HEI and its parts. Powers and responsibilities at all levels are interlinked and interdependent to form a functional whole capable of ensuring the quality of educational, creative and related activities.

##### 1.4 APPROVAL OF DEGREE PROGRAMMES

The internal regulations of the HEI must suitably and effectively define the processes for the design, approval and amendment of proposals of degree programmes prior to their submission to the National Accreditation Bureau for Higher Education for accreditation. These processes must allow for the evaluation of proposals of degree programmes, the assessment of their quality and the elimination of any shortcomings. The involvement of relevant stakeholders, in particular the programme guarantor and students, in these processes is also assessed.

##### WFME 4.1 SELECTION AND ADMISSION POLICY

The faculty has a publicly available regulation that sets out the aims, principles, and processes for admission of students as well as the formal aspects of the admission procedure. The assessment of fulfilment is based on an evaluation of the following areas:

- The internal regulations and related documents of the faculty clearly codify the rules and procedures for the admission of students, including how these are published.
- The regulations for the admission of students are in conformity with the regulations of the HEI of which the faculty is a part and with regulations at the national level. The arrangement must be internally consistent.
- Evaluation of the compliance between student admissions policy and the faculty mission statement.
- The internal regulations and related documents of the faculty clearly define the mechanisms for governance of this area, including the establishment of responsibilities for processes.
- The internal regulations and related documents of the faculty clearly define the process of filing objections and complaints from applicants and the mechanisms for their evaluation and resolution.
- Evaluation of the mechanisms the faculty has set up to prevent discrimination in the admissions process.

### 1.5 RECOGNITION OF PREVIOUS EDUCATION FROM ABROAD

If a HEI intends to assess the fulfilment of the conditions for admission to a degree programme using the provisions of Section 48(4)(d) or Section 48(5)(c) of the Higher Education Act, it must have internal regulations that effectively regulate the procedures for this assessment, including the definition of competences and powers, and establish clear and workable rules for this assessment.

### 1.6 QUALIFICATION THESES

The HEI, or its unit, systematically and regularly monitors and evaluates the quality of qualification theses and advanced Master's theses successfully defended or in the process of being defended. In the case of identified deficiencies, the HEI carries out corrective actions leading to their elimination and improvement of the quality of theses.

The HEI, or a unit thereof, must have internal or other regulations setting out requirements for the method of supervising qualification theses and the qualification requirements for the supervisor of the theses so as to ensure the quality of theses produced. For qualification theses, supervisors should have achieved at least one level of education higher than the level (type) of the degree programme in which they are supervising the qualification theses. It is unacceptable for qualification theses to be supervised by supervisors with only a Bachelor's degree. The rules for the supervision of qualification theses should be set out in such a way as to allow the supervision of theses by external supervisors without an employment relationship at the HEI only in individual justified cases. The rules for the supervision of theses must also set a maximum number of theses to be supervised by one supervisor, which must ensure, from a capacity point of view, the quality of the supervision of all theses and the performance of other activities, in particular the educational and creative activities of the supervisor.

### 1.7 FEEDBACK PROCESSES

Feedback processes must be appropriately incorporated as a part of the evaluation of the quality of educational, creative and related activities. The method and frequency of feedback chosen must be effective and relevant. Taking into account the types, profiles and focus of degree programmes, stakeholders within and outside the HEI must be sufficiently involved in feedback processes. It is also assessed whether the evaluations cover all relevant aspects of educational, creative and related activities. The outputs from feedback processes are evaluated and used to take measures to improve the quality of educational, creative and related activities, which the HEI should document in the self-evaluation report on the cases of specific measures.

### WFME 3.4 QUALITY CONTROL (AS PART OF STUDENT EVALUATION)

The faculty has a mechanism in place to ensure the quality of its evaluation. Evaluation data are used to improve the performance of academic staff, subjects and courses within the programme and institution. The assessment of fulfilment is based on an evaluation of the following areas:

- The faculty has anchored the quality evaluation system in this area, including the definition of responsibilities, in relevant documents. This system is functional.
- Assessment of the existence and functionality of the processes used to evaluate the system, including an assessment of whether strengths and weaknesses have been identified and how the findings have been addressed (e.g., implementation of analyses and other quality assurance steps).
- Evaluation of the method and functionality of soliciting feedback and experiences from students, teachers and other stakeholders on student evaluations.
- Evaluation of the procedures for how student evaluation data are used to evaluate teaching and the implemented curriculum.

### 1.8 MONITORING ACADEMIC PERFORMANCE

The HEI must regularly monitor and evaluate the success rate in the admission procedure, the drop-out rate in the degree programme, the completion rate of the degree programme and the employability of graduates through relevant indicators. From this data, the HEI must be able to draw appropriate conclusions and take adequate measures in educational, creative and related activities, which the HEI should document in the self-evaluation report on the cases of specific measures.

#### Educational, creative and related activities of the HEI

### 1.9 THE INTERNATIONAL DIMENSION

The degree programmes and creative activities of the HEI reflect the current state of knowledge in the relevant fields of education. The HEI must implement international mobility of students and academic staff, taking into account the type and profile of the degree programme. Degree programmes must offer courses in foreign languages to an extent appropriate to the number of students, types and profiles of degree programmes.

### 1.10 COOPERATION WITH THE PROFESSIONAL SPHERE

The HEI carries out educational and creative activities in cooperation with the professional sphere in the scope corresponding to the type and profile of the implemented degree programmes. The topics of qualification theses are linked to this cooperation with the professional sphere to an appropriate extent. Practical teaching is carried out in cooperation with the professional sphere where relevant. Other forms of cooperation with the professional sphere include, but are not limited to, the involvement of professional experts in teaching to the extent necessary to achieve the profile of the graduate.

### 1.11 PROFESSIONAL ORGANISATIONS

Professional chambers, professional associations, employers' organisations or other professional experts can voice their expectations and requirements of graduates of degree programmes implemented by the HEI, in particular when the HEI carries out the evaluation of degree programmes. The degree programmes are designed so that their graduates are employable in the relevant professional sphere.

#### Supporting resources and administration of the HEI

### 1.12 MEANS OF COMMUNICATION

Details of the information system are given in Appendix C-III of the application and the HEI's website is also used in the assessment. The HEI uses a functional information system that meets the needs of the HEI and its academic community with respect to the nature, focus, size of the HEI, etc. The HEI publishes relevant study-related information for applicants and students on its website, including information on the admissions procedure, to the extent necessary. Contact details are provided for applicants, students and others to obtain further information. The HEI provides students with information about the opportunities for graduates of degree programmes to be employed in the professional sphere.

### 1.13 INFORMATION RESOURCES

Details of access to study literature and study resources are given in Appendix C-III of the application. The HEI must provide students and academic staff with access to literature and electronic resources focused on the content of the degree programme in a scope and capacity appropriate to the number of students, type and profile of the degree programme. The availability of study literature, which is indicated in the annotations of individual courses, for students must be ensured. Students must have access not only to Czech but also to foreign-language periodical and non-periodical literature. The resources made available must be relevant to the current state of knowledge. If there are electronic databases that are related to the content of the degree programme, at least the most relevant ones must be available.

### WFME 4.2 STUDENT COUNSELLING AND SUPPORT

The faculty provides students with accessible and confidential academic, social, psychological, and financial support services, as well as career guidance. The assessment of fulfilment is based on an evaluation of the following areas:

- Evaluation of the range and scope of support services available to students (both those focused on standard counselling and those applicable in emergencies).
- Evaluation of the existence and functionality of a process for identifying students in need of academic or personal counselling and support.
- Evaluation of the existence and ways in which these services are offered to students.
- Evaluation of the provision of student data protection in this area.
- Evaluation of the existence and functionality of the assessment of student satisfaction with these services.

### 1.14 STUDENTS WITH SPECIFIC NEEDS

Fulfilment of the standard is assessed.

### 1.15 ANTI- PLAGIARISM MEASURES

An indication of the anti-plagiarism system is given in Appendices C-III and E of the application. The HEI uses an anti-plagiarism system for checking theses and other work, taking into account the language of instruction, and this system is functional. The student, the thesis supervisor, the opponent and the chair of the State Final Examination Committee have access to the result of the student's thesis verification by the anti-plagiarism system. Internal regulations of the HEI regulate the procedure in the event of plagiarism and other fraudulent behaviour in studies, which enables effective measures to be taken.

### WFME 5.2 ACADEMIC STAFF PERFORMANCE AND CONDUCT

The faculty has specified and communicated its expectations for the performance and conduct of academic staff. The assessment of fulfilment is based on an evaluation of the following areas:

- The internal regulations and related documents of the faculty clearly define and delineate the responsibilities of academic staff for teaching, research and other work tasks.
- Internal regulations and related documents at the level of the HEI or faculty define and delimit the area of ethical and unethical conduct. Evaluation of the existence and functionality of processes to assess the ethical/unethical conduct of academic staff.
- Assessment of the existence and functionality of processes for the transfer of information ("training", "onboarding") to new and existing academic staff (verification to be carried out for both groups of staff).
- Evaluation of the existence and functionality of processes for preparing academic staff and those responsible for teaching in health care institutions for implementation of the proposed curriculum.

## ***Information on the degree programme***

### **Degree programme**

#### Consistency of the degree programme with the mission of the HEI and the international dimension of the degree programme

##### **2.1 CONSISTENCY WITH STRATEGY**

The strategic plan and other strategic documents of the HEI are usually available on the HEI or faculty website. The vision, mission, goals of the HEI and the faculty, and the strategy designed to achieve them are consistent and form a functional whole.

##### **2.2 CREATIVE ACTIVITIES**

Details of the scientific and artistic activities are given in Appendix C-II of the application. The HEI, or its unit if the degree programme is implemented at a unit of the HEI, must show creative activity related to the submitted degree programme. It is assessed whether the degree programme is in line with the focus of the HEI's creative activity or whether it is a degree programme that deviates from the focus of the creative activity carried out so far.

##### **2.3 THE INTERNATIONAL DIMENSION**

The international dimension of the degree programme consists of the mobility of students and lecturers, the use of and access to foreign language literature, study courses in a foreign language, international cooperation in research or artistic activities related to the content of the degree programme, etc. The international dimension must correspond to the focus of the degree programme or field of education. The scope of international cooperation must be appropriate to the type and profile of the degree programme and the nature of the field of education.

#### Profile of the graduate of the degree programme and the content of the degree programme

*Information about the profile of the graduate, the content of the degree programme and the graduate's employment options etc. are given in particular in Appendices B-I and B-II of the application.*

##### **WFME 2.1 INTENDED CURRICULUM OUTCOMES**

The faculty has defined the learning outcomes that students should have achieved by graduation, as well as the intended learning outcomes for each part of the degree programme. The assessment of fulfilment is based on an evaluation of the following areas:

- Evaluation of the existence and functionality of the processes by which the intended outcomes of the degree programme as a whole and its individual parts were conceived and developed. Evaluation of whether the stated outcomes are consistent with the mission of the faculty.
- Evaluation of whether and how the specified outcomes meet relevant national regulatory standards or government and employer requirements.
- Assessment of the existence and functionality of stakeholder involvement in the development of outcomes, including an assessment of the range of stakeholders involved.
- Assessment of whether the outcomes relate to the intended professional roles of graduates in society, including how appropriate the chosen outcomes are to the social context of the faculty.



## 2.4 TYPE AND PROFILE

The assessment of the knowledge, skills and competences acquired by graduates is based on the provisions of Sections 45(1), 46(1) and 47(1) of the Higher Education Act and takes into account [The Framework of Qualifications for Higher Education in the Czech Republic](#). The minimum knowledge, skills and competences of outgoing graduates of the Master's type of degree programme can be briefly characterised as follows:

- The graduate is able to solve a problem independently using theoretical and practical knowledge, including defining a general assignment for solving a problem by other members of the team and coordinating the activities of the team in solving the problem. He/she shall demonstrate a broad and deep knowledge and understanding of theories, concepts and methods relevant to the current state of knowledge and, using this knowledge, should be able to carry out independent research in a way that enables the acquisition of new and original information. The graduate shall be able to communicate information about the nature of specialized problems in a clear and convincing manner and express his/her own opinion on their solution. The graduate shall be able to communicate within the scope of their expert knowledge, skills and competences in at least one foreign language.

Characteristics of the profiles of degree programmes are listed in Section 44(5) of the Higher Education Act:

- an academically oriented degree programme - the emphasis should be on acquiring the theoretical knowledge needed for the profession, including application in creative activities.
- a professionally oriented degree programme - the emphasis should be on mastering the practical skills needed for the profession, supported by the necessary theoretical knowledge.

**The profile of the graduate must be consistent in terms of the declared expert knowledge, skills and competences with the above-mentioned knowledge, skills and competences corresponding to the type and profile of the degree programme.**

The profile of the graduate must be in accordance with the framework profile of the graduate in the given field of education according to Government Regulation No. 275/2016 Coll., on fields of education in higher education.

## 2.5 KNOWLEDGE OF A FOREIGN LANGUAGE

The assessment takes into account whether the degree programme includes courses in a foreign language, whether the required or recommended literature for the courses includes titles in a foreign language, etc. The competences acquired in the foreign language should be based on the type of degree programme.

## WFME 2.2 CURRICULUM ORGANISATION AND STRUCTURE

The faculty has documented the overall organisation of the curriculum, including the principles underlying the curriculum model employed and the relationships among the component disciplines. The assessment of fulfilment is based on an evaluation of the following areas:

- Internal regulations and related documents at the level of the HEI and faculty define and delineate the principles, processes and procedures for curriculum design. Evaluation of the existence and functionality of the curriculum deliberation and approval process.

- Evaluation of how the relationship between the different components of study covered by the curriculum is established and whether this relationship is logically coherent and functional.
- Evaluation of whether the model of the curriculum design meets national regulatory requirements (or whether or to what extent the model has been constrained by them).
- Evaluation of whether and how the curriculum design supports the faculty mission and how they are logically interrelated.
- Evaluation of the existence and functionality of the inclusion of feedback from students, alumni, employers and the advances in health care delivery into the curriculum development and design processes.
- Internal regulations and related documents at the level of the HEI and faculty define and delineate the principles, processes and frequency of revision of the degree programme.

## 2.6 STUDY PLAN DESIGN

The assessment pertains to, for example, rules for the selection of compulsory elective courses, rules for the continuity between courses (prerequisites, co-requisites and equivalences) in the study plan, etc. The involvement of students in the creative activities of the HEI, or the possibility of exercising independent creative activities, and the acquisition of practical skills through the fulfilment of study obligations are also taken into account in the sense of fulfilling the provisions of Sections 45(1) and 46(1) of the Higher Education Act.

## 2.7 EMPLOYMENT OF GRADUATES

**It is assessed whether the degree programme proposal includes a tentative graduate employment options and typical job roles and whether the study plan and the resources for the degree programme enable achieving the declared graduate employment options.**

## 2.8 STANDARD STUDY PERIOD

The standard study period must correspond to the content and intensity of the degree programme. The total credit evaluation must correspond to the real study load. It is assessed whether the credit load of individual courses is realistically set. The learning load per credit must also be fixed.

## 2.9 STUDY OBJECTIVES AND PROFILE OF THE GRADUATE

**The profile of the graduate and graduate employment options, the objectives of the degree programme and the composition of the study plan or study plans (including the study plans of specialisations and, in the case of aggregate study, the study plans of the major and the minor) must be consistent with each other, form a logical whole and correspond to the type and profile of the degree programme.** The composition of courses must correspond to the current state of knowledge. **It is assessed whether the study plan includes among profile core courses those necessary for achieving the competences declared in the profile of the graduate and the objectives of the degree programme.**

The content of individual courses, teaching methods, provision of practical teaching and the method of assessment enable the achievement of the study objectives in individual courses, which leads to the fulfilment of the profile of the graduate. The content of the state final examination and the topics and focus of the qualification theses must be in line with the profile of the graduate, while the content of the studies must enable the attainment of the knowledge and skills necessary to pass the state examinations and produce qualification theses.

## 2.12 STRUCTURE OF COURSES

The HEI, or the unit if the degree programme is to be implemented at a unit of the HEI, has adequately defined the composition and content of the profile core courses and the fundamental theoretical profile core courses of the degree programme. This composition and the division of courses into compulsory and compulsory elective courses is in line with the declared profile of the graduate and the study objectives. **The study plan enables the achievement of the profile of the graduate and the study objectives.**

## WFME 2.3 CURRICULUM CONTENT

The faculty can justify inclusion in the curriculum of the content needed to prepare students for their role as competent junior doctors and for their subsequent further training. Content in at least three principal domains is described: basic biomedical sciences, clinical sciences and skills, and relevant behavioural and social sciences.

The evaluation of the curriculum content in a given degree programme is carried out for three basic areas:

- Basic Biomedical Sciences, which are fundamental disciplines for the understanding and application of clinical sciences,
- Clinical Sciences and Skills, which includes the knowledge and related professional skills needed to enable students to assume appropriate responsibility for patient care upon graduation,
- Behavioural and Social Sciences that are relevant to the local context and culture and incorporate principles of professional practice, including ethics.

If included in the curriculum, the following domains are also evaluated:

- The science of various health care systems as it relates to population health and local health care delivery systems,
- Humanities and arts, which may include literature, theatre, philosophy, art and spiritual disciplines.

The assessment of fulfilment is based on an evaluation of the following processes:

- Internal regulations and related documents at the level of the HEI and faculty define and delineate the principles, processes and responsibilities for curriculum content establishment. The defined arrangement is functional.
- Evaluation of the principles and processes by which the faculty updates curriculum content based on advances in knowledge in the field. These processes are functional.
- For each of the three basic domains and the two complementary domains described in the introduction to this section, the range and content of the different elements included in the curriculum will be assessed, the principles and process by which these elements and their content are selected, and how their load in teaching hours is determined.
- Evaluation of the process for selection and range of elective courses.
- Evaluation of whether and how the principles of scientific research methodology in medicine are reflected in the curriculum.

## 2.14 LINKING INTO A LOGICAL WHOLE

See point 2.9

## **Educational activities**

*Data on teaching methods and assessment of study performance are given in Appendices B-II and B-III of the application and also in the self-evaluation report. Teaching methods are defined here as the methods of teaching listed in Appendices B-III for each course.*

### **3.1 STUDENT-CENTRED LEARNING**

The methods of teaching in individual courses must be appropriate to the nature of the courses, the learning outcomes to be achieved and the current state of knowledge.

#### **WFME 2.4 EDUCATIONAL METHODS AND EXPERIENCES**

The faculty employs a range of educational methods to ensure that students achieve the intended outcomes of the curriculum. The assessment of fulfilment is based on an evaluation of the following areas:

- Evaluation of the range and effectiveness of the educational methods applied to teaching and learning at the faculty.
- Evaluation of whether the faculty allocates sufficient resources to provide a sufficient range of educational methods.
- Evaluation of the principles and processes by which the chosen educational methods and practical experiences are distributed throughout the curriculum of the degree programme.
- Evaluation of whether and how the educational methods and experiences provided to students are appropriate to local conditions, resources and culture.
- Evaluation of the principles, processes and effectiveness of the revision of educational methods (general mechanism, outcome of the revision and benefits achieved).

### **3.2 DIRECT TEACHING AND SELF-STUDY**

The ratio of direct teaching and self-study must correspond to the mode of study and enable the achievement of the declared objectives of the degree programme, taking into account the type and profile of the degree programme.

### **3.3 STUDY LITERATURE**

The study literature and study supports must correspond to the current state of knowledge, and the quality of study supports for the distance learning part of the course must allow for adequate substitution of face-to-face teaching. Students' access to study literature and other resources is assessed. Data on the information resources for the degree programme are provided in Appendix C-III of the application.

### **3.4 STUDENT ASSESSMENT**

Criteria for assessment in state examinations, including the defence of the qualification thesis if its preparation is part of the study obligations, are established and published. Students are familiar with criteria for the assessment of the fulfilment of study obligations at the individual departments involved in the implementation of the degree programme.

#### **WFME 3.1 ASSESSMENT POLICY AND SYSTEM**

The faculty has policies that describe its assessment procedures. The HEI has a centralized system that ensures the implementation of these policies through multiple coordinated assessments that are aligned with its curricular outcomes. These rules are shared with all stakeholders. The assessment of fulfilment is based on an evaluation of the following areas:

- The internal regulations and related documents of the faculty clearly define and delineate the assessment process and what assessment is used by the faculty for specified learning outcomes.
- Evaluation of the principles that determine the number and timing of assessments and the coordination and possible integration of individual results.
- Assessment of whether the area is adequately methodologically supported and whether adequate resources (personnel, financial, etc.) are allocated.

### WFME 3.2 ASSESSMENT IN SUPPORT OF LEARNING

The faculty has an assessment system in place that regularly provides useful feedback to students that identifies their strengths and weaknesses and helps them consolidate their studies. This formative assessment is linked to educational interventions that ensure that all students have the opportunity to reach their full potential. The assessment of fulfilment is based on an evaluation of the following areas:

- Evaluation of whether the faculty has defined and published formal rules describing the process of student assessment during the course of study for written and oral examinations, as well as for other forms of assessment.
- Evaluation of whether the faculty has a system in place for feedback and working with student assessment results and whether this system is functional.
- Evaluation of whether the faculty has processes in place to identify and then offer services to support students who are at risk of academic failure and need additional assistance, and whether these systems are functional.
- Evaluation of whether counselling and/or psychological services for students are in place within the HEI and whether these services are available to students on a low-threshold basis.
- Evaluation of whether the faculty adequately and appropriately informs students about these services.
- Assessment of whether the faculty is able to provide examples of good practice in this context.

### WFME 3.3 ASSESSMENT IN SUPPORT OF DECISION-MAKING

The faculty has an assessment system in place which is the basis for decisions on progression and graduation. These summative assessments are appropriate for measuring achievement across courses. The assessment is carefully designed and leads to reliable and valid scores or grades. The assessment of fulfilment is based on an evaluation of the following areas:

- Assessment of whether the faculty has published and implemented procedures and rules to ensure objectivity in the assessment of oral and written examinations.
- Assessment of whether rules are established and measures implemented to ensure objective assessment of students when a given course is examined by more than one committee or examiner.
- Assessment of whether the faculty has established criteria that govern the marking of written examinations, e.g., for different types of tests.
- Assessment of whether the faculty has established criteria that govern the marking of the oral examination.
- Assessment of whether the faculty has demonstrated that the assessment system is logically used to facilitate student advancement between successive levels of the degree program.
- Assessment of how students view the objectivity of the examination, for example, the variability of marking between examiners, committees, etc.

- Assessment of whether the faculty demonstrably monitors the student assessment system and draws implications for its future activities (processes, actors, periodicity, sources and forms of feedback).
- Assessment of whether the faculty has clearly defined, published and utilised mechanisms for appealing assessment results; whether students are sufficiently informed about these processes; what the specific outcomes of appeals look like (number of appeals per year, how and by whom they are resolved); whether there are examples of good practice in this context.

## Creative, scientific and artistic activities

### 3.5, 3.6 RESEARCH ACTIVITY, THE INTERNATIONAL DIMENSION

*Details of creative or scientific and artistic activities are given in Appendix C-II of the application.*

When assessing creative, scientific and artistic activities, it is necessary to distinguish the qualitative requirements for individual types and profiles of degree programmes. Creative, or scientific and artistic activities are carried out at the HEI, or at a unit of the HEI if the degree programme is carried out at the unit.

- **In the case of an academically oriented long Master's degree programme, scientific or artistic activity in the form of external scientific or artistic grants and projects (including outputs registered by the school in the Register of Artistic Outputs according to Section 77 of the Higher Education Act) with an appropriate international dimension is required. These grants and projects, which are expertly related to the focus of the degree programme and in which students may be involved, are or have been ongoing for the majority of the past 5 years.**

It is not acceptable for a HEI or unit to report a single external grant or project long after it has been completed without following it up with further creative activity.

Creative, scientific and artistic activities are assessed at the HEI if the degree programme is carried out by the HEI and at the HEI unit if the degree programme is carried out by its unit. **Grants and projects of a developmental nature (typically some EU operational programmes) and internal grants and projects awarded within the HEI are not counted. In the case of external grants and projects, they include those for which the beneficiary/co-beneficiary is the HEI or a unit of the HEI applying for accreditation of the degree programme.** The staff involved in the grants and projects mentioned must be involved in the teaching of mainly the compulsory courses of the proposed degree programme. Grants and projects in which staff of the HEI or its units are involved but which are carried out at another institution are not counted. However, such creative, scientific and artistic activities can be taken into account when assessing the personnel resources of the degree programme. When assessing the quality of grants and projects, it is also assessed who the contracting authority or provider is. If this is not the first application for accreditation of a degree programme of a newly established HEI within the meaning of Section 39a(4) of the Higher Education Act, the submitted degree programme should be based on creative activity already carried out; it is not possible to fully replace this activity with a future plan.

## **Financial, material and information resources for the degree programme**

### **4.1 FINANCIAL RESOURCES**

Details of financial resources are given in particular in Appendix C-V of the application. In cases where the educational activities of a HEI are financed mainly from the state budget, financial resources for the degree programme are considered sufficient and are not further assessed. In other cases, it is assessed whether the HEI has realistically evaluated the income and costs of the degree programme and whether they correspond to each other.

### **WFME 6.1 PHYSICAL FACILITIES FOR TEACHING AND LEARNING**

The faculty has sufficient physical facilities to ensure that the curriculum is delivered adequately. The assessment of fulfilment is based on an evaluation of the following areas:

- Assessment of whether the faculty has clearly demonstrated that the facilities for teaching and study are sufficient. This includes sufficient capacity for each type of teaching unit (e.g., individual large lecture halls, lecture theatres, classrooms, laboratories and other facilities) in relation to the total number of students, the size of the study groups and their schedule.
- Assessment of whether the faculty has clearly demonstrated that the technical resources are sufficient with regard to the teaching method implemented. Evaluation of the level and functionality of audiovisual equipment in lecture halls and seminar rooms, technical equipment in laboratories, technical equipment in clinical departments.
- Assessment of whether the IT facilities are sufficient for the teaching process, including tools for electronic teaching support, electronic learning resources and access to electronic databases.

### **4.2 MATERIAL AND LABORATORY EQUIPMENT**

Details of material and technical resources are given in particular in Appendix C-IV and C-III of the application. The capacities of the teaching facilities, including laboratories and other specialist classrooms, must correspond to the number of students. An indication of the expected number of students to be admitted is given in Appendix B-I of the application. The period for which the lease of the premises is secured must correspond to the period for which the accreditation of the degree programme is to be granted. The degree programme must be supported technically, especially in terms of specialised instruments, laboratory equipment, etc., as required by its nature and focus.

### **4.3 STUDY LITERATURE**

Details of information resources are given in particular in Appendix C-III of the application. With regard to the type and profile of the degree programme, the composition of the non-periodical literature must reflect the state of development of the scientific field and related fields for at least the last 5 years. The composition of the periodical literature must include at least the core titles in the field and the collection must be accessible on-site for at least the last 5 years. Students must have access not only to Czech but also to foreign-language periodical and non-periodical literature. If electronic databases exist in the field, at least the most relevant ones must be available.

### **WFME 6.3 INFORMATION RESOURCES**

The faculty provides adequate access to virtual and physical information resources to support the faculty's mission and curriculum. The assessment of fulfilment is based on an evaluation of the following areas:

- Assessment of the structure and range of information resources available to students and academic staff. The sufficiency of the capacity of these resources in relation to the

number of students and the scope of teaching is assessed. For both electronic information resources and physical information resources, the evaluation is conducted in the library.

- Evaluation of whether the various forms of access to information resources are sufficient to ensure quality preparation for study and teaching. Evaluation of whether measures are in place to ensure that students and academic staff with specific needs have access to resources.
- Assessment of whether the provision of information resources is adequately financed and staffed.

## WFME 6.2 CLINICAL TRAINING RESOURCES

The faculty has appropriate and sufficient resources to ensure that students receive the required clinical training. The assessment of fulfilment is based on an evaluation of the following areas:

- Assessment of whether the list of departments where clinical training takes place is complete and sufficient in terms of capacity with regard to the number of students and the curriculum. The faculty should have a clearly defined (contractual) relationship with these clinical departments. The employment relationships of clinical teachers to faculty should be clearly described and should be appropriate to the scope of teaching.
- Assessment of whether the capacity of the clinical departments corresponds to the scope of clinical training, the total number of students and the size of the study groups and whether the number of clinical teachers is sufficient.
- Assessment of whether the number of students per teacher is clearly stated and defined and whether it is appropriate to the course and teaching method.
- Assessment of whether the faculty has a system in place to inform students of the location and time of clinical instruction and whether students are satisfied with this system.
- Assessment of whether the faculty has processes in place to verify, monitor and evaluate the achievement of clinical teaching objectives and how the faculty provides feedback to clinical teachers.



## Guarantor of the degree programme

### 5.1 COMPETENCES OF THE GUARANTOR

The HEI has defined in its internal regulations the position and competences of the degree programme guarantor, which demonstrate the guarantor's key role in fostering the quality and development of the degree programme. The degree programme guarantor coordinates the preparation of the content of the degree programme, supervises the quality of its implementation, evaluates the degree programme and develops it. The HEI's internal regulations are available on the HEI's website and the link is provided in Appendix A-I of the application.

### 5.2 QUALIFICATIONS OF THE GUARANTOR

**The guarantor of a degree programme may only be an academic staff member of the concerned HEI who has been appointed professor or associate professor** in a field corresponding to the field or fields of education in which the Master's degree programme is to be implemented, or who has been classified as a visiting professor in accordance with Section 70(2) of the Higher Education Act.

**The guarantor must have performed relevant scientific or artistic activity in the field of his/her habilitation or appointment in the last 5 years.** In particular, if the field of the habilitation or appointment procedure is not clearly linked to the field of education within which the degree programme is to be implemented, the guarantor must have, in the last 5 years, carried out scientific or artistic activity corresponding to the requirements for the habilitation procedure in the field related to the degree programme he/she is to guarantee. Depending on the nature of the individual fields of education and the profile of the degree programme, the activity includes publications in journals that receive an impact factor, peer-reviewed specialized journals, monographs, invited plenary lectures at conferences, and in art degree programmes, corresponding works of art. In the case of the assessment of a degree programme guarantor who has been classified as a visiting professor, the procedure is similar.

For all types and profiles of degree programmes, the guarantor of a combined degree programme must fulfil each of the requirements listed in at least one of the fields of education to which the degree programme belongs.

Furthermore, for all types and profiles of degree programmes, the degree programme guarantor must have experience in supervising qualification theses in the type of degree programme he/she is to guarantee.

### 5.3 EMPLOYMENT STATUS OF THE GUARANTOR

The number of a guarantor's working hours at HEIs can be verified in the Register of Associate Professors and Professors, which records academic staff with the degree of associate professor or professor. **The degree programme guarantor must be a full-time academic staff member of the HEI applying for accreditation of the degree programme, i.e., 40 hours/week at that HEI. If the degree programme is to be implemented at a unit of the HEI, the guarantor must be employed at that unit as an academic staff member at least half-time, i.e., 20 hours/week as part of the total working hours at the HEI.** Other employment or service contracts of the guarantor to be a academic staff member at the same or other HEIs, including at foreign HEIs and foreign higher education providers in the Czech Republic, must not exceed in total the equivalent of half-time employment, i.e., 20 hours/week.

Any other employment or service contracts of the academic staff member agreed for a maximum period of one year with weekly working hours not exceeding 0.2 times the full-time

equivalent, i.e., 8 hours/week, shall not be taken into account when assessing the academic staff member's weekly working hours requirements.

In the case of degree programmes with a focus on health care, the requirements for the number of weekly working hours of academic staff shall also be deemed to have been met if the working hours specified by these requirements can be achieved by adding the number of the academic staff member's weekly working hours at the HEI to the weekly working hours of that person given by his or her employment relationship with a teaching hospital or other health care institution with which the HEI has concluded a contract for cooperation in providing clinical and practical teaching or research and development activities. Thus, for the purposes of assessing the personnel resources of the degree programme, the contracts with the HEI applying for accreditation of the degree programme and with the contracted health care institution are added together.

#### 5.4 NUMBER OF GUARANTEED PROGRAMMES

**The degree programme guarantor may guarantee:**

- no more than one Bachelor's degree programme and one Master's degree programme of the same, similar or related content,
- no more than one Master's degree programme and one Doctoral degree programme of the same, similar or related content.

A guarantor may also guarantee a degree programme/programmes in the Czech language together with a degree programme/programmes of the same content in a foreign language/languages. The fulfilment of this condition is not precluded if the HEI applies for accreditation of the degree programme and the proposed guarantor of the degree programme is also the guarantor of another degree programme at the same HEI on the date of the submission of the application, and

a) the performance of the position of the guarantor of another degree programme will be terminated immediately after the decision on the granting of accreditation of the degree programme becomes legally effective; this commitment of the HEI and the guarantor will be stated in the application for accreditation of the degree programme; or

b) the HEI will not admit any further applicants to this other degree programme after the decision to grant accreditation of the degree programme has become legally effective; these commitments of the HEI will be stated in the application for accreditation of the degree programme; or

c) this other degree programme is accredited under the interim provisions referred to in Article II, point 3 of Act No. 137/2016 Coll., as amended by Act No. 168/2018 Coll.

#### **Personnel resources for the degree programme**

*Data on the personnel resources for the degree programme are given in Appendices B-IIa, B-IIb and C-I. Appendix B-IIa shall include the following data:*

- *If the course includes lectures, all lecturers are listed with the designation "lecturers", with the percentage or otherwise expressed share of each lecturer in the teaching always in parentheses after the name.*
- *If the course does not include lectures, all teachers are listed in the case of seminars, and in the case of practical teaching (laboratories, studios, etc.) the main teachers are*

*listed with the percentage or otherwise expressed share of individual teachers in the teaching always in parentheses after the name. Teachers do not have to be listed for courses that are only complementary to the focus of the degree programme (in particular physical education, foreign languages in non-philological degree programmes, etc.)*

- *If a course of study that does not include lectures is taught by Doctoral students, only the course guarantor and the fact that the course is taught by Doctoral students should be indicated, without the specific names of these teachers.*

*In Appendix C-I, the same teachers should be listed for each course as in Appendices B-IIa and B-IIb. Appendix C-I is used to assess individual teachers. The number of working hours of employed associate professors and professors at HEIs can be found in the Register of Associate Professors and Professors.*

## WMFE 5.1 ACADEMIC STAFF ESTABLISHMENT POLICY

The faculty has the number and range of qualified academic staff required to implement the faculty's curriculum, given the number of students and style of teaching and learning. The assessment of fulfilment is based on an evaluation of the following areas:

- Internal regulations and related documents at the HEI and faculty level define the strategy, principles, processes and responsibilities for the provision and development of the faculty's HR, including clearly identified mechanisms for managing it.
- Evaluation of whether the faculty has set principles and rules for determining the number and range of academic staff based on its mission, degree programme, and number of students. Assessment of whether the number and profile of academic staff guarantees the appropriate quality of activities carried out by the faculty. The arrangement is functional.
- Evaluate whether the faculty has set up rules and processes for establishing job roles and hiring new employees. The arrangement of rules and processes is functional.
- Evaluate whether the faculty has mechanisms in place to prevent discrimination, including procedures for addressing any complaints.

## 6.1 EMPLOYMENT STATUS REQUIREMENTS

Personnel resources for the degree programme must be documented for at least the standard study period. If there are insufficient guarantees of personnel resources for a period of 10 years, it may be proposed to grant accreditation for less than 10 years. If the HEI enters into fixed-term contracts with academic staff, a declaration by the HEI that the contracts will be extended to ensure adequate personnel resources of the degree programme beyond the expiry of the current contracts is acceptable as a guarantee of personnel resources. For the core staff of the degree programme (point 6.8), fixed-term contracts can only be accepted as an exception and in justified cases. The type and duration of the employment contracts of teachers are taken into account when determining the period of validity of accreditation pursuant to Section 80(1)(c) of the Higher Education Act.

**When assessing the personnel resources of a degree programme, academic staff whose total extent of all employment or service contracts for the activities of an academic staff member at HEIs (i.e. the HEI applying for accreditation of the degree programme and all other HEIs at which the person concerned has an employment or service contract, including foreign higher education providers in the Czech Republic) exceeds 1.5 times the full-time equivalent (i.e. 60 hours/week) are not taken into account; this applies to any of the HEIs at which they are employed.**

Any other employment or service contracts of the academic staff member agreed for a

maximum period of one year with weekly working hours not exceeding 0.2 times the full-time equivalent, i.e., 8 hours/week, shall not be taken into account when assessing the academic staff member's weekly working hours requirements.

In the case of degree programmes with a focus on health care, the requirements for the number of weekly working hours of academic staff shall also be deemed to have been met if the working hours specified by these requirements can be achieved by adding the number of the academic staff member's weekly working hours at the HEI to the weekly working hours of that person given by his or her employment relationship with a teaching hospital or other health care institution with which the HEI has concluded a contract for cooperation in providing clinical and practical teaching or research and development activities. Thus, for the purposes of assessing the personnel resources of the degree programme, the contracts with the HEI applying for accreditation of the degree programme and with the contracted health care institution are added together.

## 6.2 NUMBER OF ACADEMIC STAFF

**The number of staff employed at the HEI involved in the provision of the relevant degree programme must be appropriate to the type of degree programme, the field or fields of education in which the degree programme is to be implemented, the mode of study, the teaching methods, the number of students (as listed in Appendix B-I of the application) and the profile of the degree programme, if any.** Teachers must have sufficient capacity in relation to the number of students to teach, consult with students, supervise qualification theses, etc. The number of qualification theses to be supervised by one academic staff member must, in terms of capacity, enable supervision at a high standard. The self-evaluation report should therefore include a statement of the rules for determining the maximum number of qualification theses per supervisor. Teachers should also be given sufficient time to pursue scientific, research, development, artistic or other creative activities to allow for continuing professional development, which should not be limited by excessive workloads in a large number of courses. Supervision of qualification theses by teachers who work at the HEI or its units only on an agreement basis (DPP/DPC) is permissible in individual and justified cases. The HEI must have established effective staff development tools for academic staff.

## WFME 5.3 CONTINUING PROFESSIONAL DEVELOPMENT FOR ACADEMIC STAFF

The faculty implements a set policy for the further professional development of its academic staff. The assessment of fulfilment is based on an evaluation of the following areas:

- Evaluation of whether the faculty has set principles, processes and management mechanisms in its documents in the area of the continuing professional development of academic staff.
- Evaluation of whether the faculty has set up effective mechanisms to support and motivate staff in their continuing professional development.
- Evaluation of whether a functional system is set up to monitor the fulfilment/implementation of the continuing professional development of academic staff.
- Evaluation of whether the area of continuing professional development of academic staff is adequately financed and methodologically supported.

## 6.4 GUARANTORS OF FUNDAMENTAL THEORETICAL COURSES

The fundamental theoretical profile core courses are marked "ZT" in the column "profile core" in Appendix B-IIa. Profile core courses are marked "PZ" in the column "profile core" in Appendix B-IIa. **Guarantors of fundamental theoretical profile core courses must**

**participate significantly in the teaching of the courses they guarantee** - by giving lectures or by other forms of teaching if these courses do not have lectures. Guarantors of the profile core courses must be sufficiently involved in their teaching. **Guarantors of the fundamental theoretical profile core courses must have full-time employment at the HEI applying for accreditation of the degree programme.** In individual cases, the guarantee of a fundamental theoretical profile core course by a part-time teacher may be accepted; however, it must always be sufficiently justified. The employment relationship of the guarantors of the fundamental theoretical profile core courses must be contracted for at least the standard study period.

## 6.5 EDUCATION OF TEACHERS

**It is not permissible for a teacher with less than a Master's degree to teach in the degree programme.**

## 6.8 OVERALL STRUCTURE

The overall personnel structure is essential for assessing the personnel resources of the degree programme. Consideration is given to whether the degree programme has a **core of sufficiently qualified academic staff with relevant expert and publishing activity over the last 5 years (the three most significant outputs of creative activity over the last 5 years relating to each course taught by the lecturer are assessed), in particular habilitated academic staff, and whether the perspective for development of the degree programme is assured. Profile core courses may not, except in individual justified cases (e.g., laboratories and other practical teaching; professional experts where the nature of the course requires it), be taught by external teachers, i.e., teachers without a contract of employment at the HEI or its unit, if the degree programme is to be implemented at the HEI unit.**

**The age structure of the degree programme staff, including the degree programme guarantor, is also taken into account** in terms of the perspective for development of the degree programme and its provision for the period for which the accreditation will be granted (the presence of the younger and middle generation on track to habilitation is monitored, which can ensure the perspective and development of the degree programme in relation to the strategic plan, or the study of the younger generation in Doctoral degree programmes).

**Teachers must carry out expert activities in the courses they teach.** Expertise is demonstrated by the attainment of an academic degree or the acquisition of a scientific and pedagogical degree (associate professor, professor) in a field related to the specialized focus of the courses to be delivered by the teacher and the most significant expert outputs related to the degree programme (depending on the nature of the individual areas, type and profile of the degree programme, in particular publications in journals that receive in impact factor, peer-reviewed specialized journals, monographs and work in the professional sphere; in artistic degree programmes, corresponding works of art). **For publications, the quality of the publications and whether they are relevant to the courses the person teaches are taken into account.**

The personnel resources for the degree programme must be sufficient to ensure a standard higher education environment in which students have the opportunity to work with their teachers on an ongoing basis. This must be matched by the composition of the academic community, which is dominated by academic staff who have an employment contract with the HEI, or unit thereof if the degree programme is implemented at a unit of the HEI. The amount of time and the duration of the contract must provide the prerequisites for the quality implementation of the degree programme for at least the standard period of study. The personnel resources of the degree programme must be ensured by employment contracts.

**The number of the academic staff member's working hours at the HEI, or its unit if the degree programme is implemented at the HEI unit, must allow for sufficient time for the actual provision of teaching in the relevant degree programme, for the implementation of scientific, research, development, artistic or other creative activities at the HEI and for the performance of other duties at the HEI, such as for consulting, preparation for teaching, preparation of study aids, involvement in the activities of a department or other organisational unit of the HEI, implementation of lifelong learning programmes, serving on professional boards and societies, activities in management positions at the HEI, etc.**

#### 6.9 GUARANTORS OF PROFILE CORE COURSES

**It is not permissible for the profile core courses of a long Master's degree programme to be guaranteed by a teacher without a scientific degree or the academic title "Ph.D."**

#### 6.10 QUALIFICATIONS OF GUARANTORS

**The fundamental theoretical profile core courses of the long Master's degree programme are guaranteed by academic staff appointed as professor or associate professor in the field corresponding to the field or fields of education within which the long Master's degree programme is to be implemented or in a related field.**

## **Specific requirements for the implementation of the degree programme**

### **7.4 STUDY SUPPORTS IN A FOREIGN LANGUAGE**

In the case of a degree programme in a foreign language, study supports are prepared in the relevant foreign language. These study supports are made available on a web address provided by the HEI in Appendix A-I of the application.

### **7.5 INTERNAL REGULATIONS IN A FOREIGN LANGUAGE**

In the case of a degree programme in a foreign language, the relevant internal regulations on studies must be published on the HEI's website in the foreign language.

### **7.6 INFORMATION ABOUT THE DEGREE PROGRAMME IN A FOREIGN LANGUAGE**

In the case of a degree programme in a foreign language, information on the admission procedure and the course of study in the degree programme in the foreign language must be published on the HEI's website in the relevant foreign language (i.e., the language in which the degree programme is implemented).

Information and communication about the study schedule, the obligations arising from the degree programme, study documents and other study-related information must be provided in the relevant foreign language, e.g., through interpreting. The HEI should have the conditions for the implementation of degree programmes in a foreign language embedded in its internal regulations.

Students and academic staff must have access to information resources and other services, especially counselling services, in the foreign language in which the degree programme is implemented.

### **7.7 PRACTICAL TRAINING IN A FOREIGN LANGUAGE**

Details of practical training are given in Appendix B-IV. In the case of a degree programme implemented in a foreign language, it is assessed whether the conditions for the implementation of practical training in the foreign language and the submitted contracts realistically allow the implementation of practical training in the foreign language. Suitable conditions are created for the full implementation of clinical practice in the foreign language, including contact with patients.

### **7.8 QUALIFICATION THESES IN A FOREIGN LANGUAGE**

Qualification theses in a degree programme implemented in a foreign language must be written in the foreign language. Reports must also be drawn up in a foreign language and in English or Czech. The proposal for topics of the qualification theses and the link to published qualification theses including the review reports are given in Appendices B-IIa and B-IIb of the application.

### **7.9 LANGUAGE SKILLS OF TEACHERS**

In the case of a degree programme in a foreign language, a declaration by the applicant that all teachers have sufficient knowledge of the foreign language concerned is sufficient to guarantee the language skills of the teachers teaching the degree programme.