



GUIDANCE BROCHURE FOR NAB EVALUATORS

Part 1: Legal framework of the NAB's activities

The **National Accreditation Bureau for Higher Education (NAB)** is established by the Higher Education Act as a public authority without legal personality. The Higher Education Act entrusts it with the following competences:

1. to decide on the granting and expansion of **institutional accreditation**,
2. to decide on the granting, extension or expansion of the **accreditation of degree programmes**,
3. to decide on the accreditation of **habilitation procedures and procedures for appointment of professors**,
4. to decide on the **restriction or revocation of** institutional accreditation in the field of study and of accreditation of degree programmes, on the **suspension or revocation of** accreditation of habilitation procedures and procedures for appointment of professors, and on the **restriction and termination of** the authorisation to implement a degree programme on the basis of institutional accreditation,
5. to conduct **external evaluation of** the educational, creative and related activities of HEIs,
6. to perform **audit of compliance with legal regulations** in the implementation of accredited activities at HEIs,
7. to issue, at the request of the Ministry of Education, Youth and Sports (hereinafter referred to as the "MEYS"), **opinions on the granting of state approval** for a legal entity wishing to obtain authorisation to operate as a private higher education institution,
8. to issue **opinions on the type of higher education institution** at the request of the MEYS,
9. to issue **standpoints on the granting of domestic permits to non-European foreign HEIs or their branches** at the request of the MEYS,
10. **consider matters relating to higher education** submitted to it by the Minister for Education, Youth and Sports.

The NAB is an independent administrative body and the members of NAB bodies are independent in their decision-making according to the law. Actions carried out within the framework of the above activities are not subject to the approval of the MEYS.

However, the NAB has no legal personality, is not an organisational unit of the state or an organisation managed by the government or the MEYS; is not an independent accounting unit and has no employees. Financial, material and administrative activities are carried out by the MEYS.

BODIES OF THE NAB:

1. **Board of the NAB** (hereinafter referred to as "Board") - the executive body of the NAB, which makes decisions as a collegial body, i.e., by voting. It is made up of 15 members appointed by the government. Members of the Board are also designated by the Board as **rapporteurs for a specific area of activity**:
 - for individual fields of study,
 - for the institutional environment,
 - for professionally oriented degree programmes,
 - for student representation in Evaluation Committees.In the field of activity in which he/she has been designated rapporteur, the Board member shall methodically coordinate the activities of the relevant Evaluation Committees and any other committees.
2. **NAB Appeals Committee** - a five-member body that decides on appeals against the Board's decision in administrative procedures (i.e., procedures related to accreditation) in cases provided for by law. Members are appointed by the government from among persons with a law degree.
3. **Evaluation Committees** - advisory bodies to the Board, appointed by the NAB Chair for the preparation of:
 - documents and standpoints in individual administrative proceedings,
 - reports on the external evaluation of HEIs,
 - standpoints on applications for state approval to operate as a private HEI,
 - standpoints on the type of HEI,
 - standpoints on the granting of domestic permits to non-European foreign HEIs or their branches.

The members of the Evaluation Committees are appointed from among the persons enrolled in the Pool of Evaluators. The establishment of the committees, the number of members, the composition and the activities of the committees are regulated by the Statute of the NAB and further details on the activities and proceedings of the committees are contained in the Rules of Procedure of the NAB Evaluation Committees.

4. **Committees established by the NAB Chair or Board** - other advisory bodies to the NAB. These committees may be **permanent** or set up to deal with **individual issues**. For the purpose of performing an audit of compliance with legal regulations in the implementation of accredited activities at higher education institutions, the NAB establishes a committee of persons authorized to perform the audit. Its activities do not fall within the scope of evaluation and are therefore not part of this document.

Pool of Evaluators¹

It is used to keep a record of the persons who can be appointed to the Evaluation Committees and is administered by the NAB. It is divided according to 37 fields of study defined by the government regulation on fields of study in higher education. It includes

- persons engaged
 - in higher education,

¹ For details see the Statute of the NAB Article 21

- in the sphere of other research institutions,
- in state, regional or other public administration,
- in the sphere of other employers of graduates of higher education institutions,
- in the corporate sphere that cooperates with higher education institutions,
- experts from the professional sphere,
- students.

A candidate shall be enrolled in the Pool for a period of 6 years if he or she fulfils the conditions laid down by the Board.

The Pool of Evaluators is publicly available on the NAB website.

Evaluators are remunerated for their work according to the Statute of the NAB Article 34.

The **NAB Office** (hereinafter referred to as the "Office") provides tasks related to the professional, administrative and technical support of the NAB. It is an organisational part of the MEYS - a department directly managed by the Minister of Education, Youth and Sports. The staff of the NAB Office are employees of the Ministry of Education.

The staff of the NAB office provides specialized coordination of the activities of the Evaluation Committees and their methodological support. The staff of the Office ensures that the outputs of the Committee's activities are in accordance with the legislation and established administrative practice of the NAB.

The NAB Office also handles the contracts for remuneration for the activities of Evaluation Committees and the travel reimbursement agenda.

GENERALLY BINDING REGULATIONS FOR THE ACTIVITIES OF THE NAB

Act No. 111/1998 Coll., on Higher Education Institutions (hereinafter referred to as the "HEA")

In particular, Sections 78-86 of the HEA regulate accreditation and the activities of the NAB.

Act No. 500/2004 Coll., Code of Administrative Procedures

All procedures for accreditation are in the regime of administrative proceedings, i.e., unless otherwise stipulated by the HEA, the process is governed by the Code of Administrative Procedures.

Government Regulation No. 274/2016 Coll., on Standards for Accreditation in Higher Education

This Regulation sets out standards for institutional accreditation, accreditation of degree programmes and accreditation of habilitation procedures and procedures for appointment of professors.

Government Regulation No. 275/2016 Coll., on Fields of Study

This Regulation sets out the definition of the individual fields of study listed in Annex 3 to the HEA, including

- (a) the basic topics that are characteristic and defining for the given field of study,

- (b) a list of typical degree programmes falling within the field of study,
- (c) a framework profile of graduates in the field of study, indicating the main educational objectives, including expert knowledge, skills and other competences, and the characteristics of the professions, in particular regulated professions, that are relevant.

INTERNAL REGULATIONS OF THE NAB

Statute of the NAB (approved by government resolution)

Rules of Procedure of Evaluation Committees

Rules of Procedure of the NAB Permanent Committees on Evaluation Methodology

Rules of Procedure of the NAB Appeals Committee

NAB Code of Ethics

NAB METHODOLOGIES

Guidelines for the preparation and assessment of applications for degree programme accreditation

The documents inform about the elements that must be included in the application for accreditation according to the requirements of the HEA, provide higher education institutions with a recommended structure of the application, templates of recommended annexes, a guideline on the information required in the annexes and an outline of the self-evaluation report. For evaluators, they include a template on the assessment of individual types and profiles of degree programmes (in the expert report form) and a guideline for assessing applications, which elaborates and clarifies the interpretation of the standards for individual types and profiles of degree programmes.

Recommended procedures for the preparation of degree programmes

The methodological document focuses on possible procedures for the transition to the system of Bachelor's and Master's degree programmes without areas of study. It defines the basic terms used and focuses on the classification of the degree programme within the field(s) of study, curriculum, specialisations, aggregate study and degree programmes aimed at education and preparation for the teaching profession. Schematic representations and schematic examples of degree programmes are available.

Guideline for the preparation and assessment of an application for institutional accreditation

The documents inform about the elements that the application should or may contain and the assessment process. They also contain a methodological document for the preparation of the self-evaluation report and evaluation of the fulfilment of standards for accreditation. Templates of expert reports and standpoints of sub-committees for the assessment of the field of study and the institutional environment are available for the evaluators.

Guideline on the submission of specific applications for the accreditation of a degree programme

The documents contain guidelines for the following applications:

- 1) Granting and extending the accreditation of the degree programme for the sole purpose of enabling the existing students to complete their studies,
- 2) Expansion of accreditation to include another mode of study,

- 3) Accreditation of the joint implementation of a degree programme with a foreign HEI pursuant to Section 47a of the HEA,
- 4) Accreditation of the joint implementation of a degree programme with another legal entity pursuant to Section 81 of the HEA,
- 5) Accreditation of the expansion of an existing accredited degree programme with new study plans,
- 6) Accreditation of the expansion of an existing accredited degree programme with new study plans in case of the intention to implement the degree programme at another location,
- 7) Accreditation of the extension of an existing degree programme to be carried out in cooperation with another faculty of the same HEI or with a HEI institute,
- 8) Accreditation of a degree programme in a foreign language with the same content as the degree programme in the Czech language,

Methodological guideline on the obligation of HEIs to inform about changes in the implementation of accredited activities

The document defines significant changes in the implementation of degree programmes and fields of the habilitation procedure and the procedure for the appointment of professors, about which the higher education institution is obliged to inform the NAB according to the HEA and specifies the corresponding procedure. The procedure for informing about the extension of the accreditation of a degree programme and the termination of the implementation of part of the degree programme is also specified.

Methodological guideline on the information obligation of HEIs with institutional accreditation

In connection with the obligation of higher education institutions established by the HEA to inform the NAB in advance of changes made within the framework of the authorisation resulting from institutional accreditation as well as changes in the list of degree programmes implemented and to provide the NAB with the information necessary for its activities, the document defines significant changes in the exercise of this authorisation and the information necessary for the activities of the NAB. Attached is a form (structure) for providing information about changes.

Methodical Guidelines for the External Evaluation of HEIs

The document provides information on the legal framework and procedure for the initiation of the evaluation, details the activities of the established Evaluation Committee, the content, form and structure of the external evaluation report drafted by the Committee, and includes the procedure for issuing the report.

Methodological Guideline for the Use of Distance Learning Tools in Full-Time and Blended Forms of Study in the Academic Year 2020/2021

This document, created in response to the extraordinary situation caused by the COVID-19 pandemic, defines the principles for the use of distance learning elements in study programs accredited for full-time or combined forms of study. Its goal is to ensure educational activities at universities under extraordinary circumstances during the academic year 2020/2021.

Specific requirements on the submission and assessment of applications for accreditation and information obligations of HEIs implementing the Master's degree programme in General Medicine

In connection with the requirements of the NCFMEA and WFME, which issue approving standpoints to national accreditation systems for the purpose of recognizing foreign medical education in the U.S., the document informs HEIs pursuing or intending to pursue a Master's degree in General Medicine of the additional requirements of the NAB regarding clinical departments where students perform clinical training.

Part 2: Assessment and evaluation procedure

EVALUATION COMMITTEES²

- They are set up for individual administrative proceedings (i.e., proceedings concerning accreditation), for the preparation of individual reports on the external evaluation of HEIs and for the preparation of standpoints of the NAB, usually consisting of persons enrolled in the Pool of Evaluators in the relevant field of study.
- They are appointed ad hoc for individual administrative procedures, unless the procedures are merged for the reasons set out below for specific Evaluation Committees.
- No employee or student of the higher education institution that is subject of the activities of the Committee or a person who holds a paid position there, is a paid member of its body or participates in its business activities, may be appointed as a member of the Evaluation Committee.
- Each Committee must include a student member (an obligation set by the HEA). His/her appointment to the Evaluation Committee shall be made from the part of the Pool of Evaluators corresponding to the field of study or a related field of study to which the work of the Committee relates.
- The members of the Evaluation Committees are subject to the provisions of the Code of Administrative Procedures on the duty of confidentiality and to the ethical standards of the NAB Code of Ethics.

Framework procedure for accreditation proceedings³

ESTABLISHMENT OF THE COMMITTEE

- Persons enrolled in the Pool of Evaluators are nominated as members of the Evaluation Committee on the basis of a proposal by the rapporteur for the relevant field of study (member of the Board). If the application for accreditation falls into more than one field of study or is a professionally oriented degree programme, the composition of the committee is proposed by the respective rapporteurs (this division of activities applies to all relevant steps in the procedure).

² See Statute of the NAB, Part Three

³ See Statute of the NAB Art. 29-32

- The Office shall seek the consent of the proposed persons.
- The composition of the Committee will be sent to the relevant higher education institution, which has 7 days to exercise its right of veto. In the event of a veto of any member(s), the NAB shall revise the composition of the Committee accordingly. This new composition is no longer sent to the HEI for its opinion.
- The Chair of the NAB appoints the members of the Committee by a decree of appointment.
- The Office (MEYS) shall conclude an agreement with the members of the Committee for conduct a job / to perform work .

THE ACTIVITY OF THE COMMITTEE AND ITS OUTPUTS

- The activities of the Evaluation Committee are governed by Article 31 of the Statute of the NAB and the Rules of Procedure of Evaluation Committees.
- The Committee shall be chaired by its Chair, who shall be responsible to the Chair of the NAB for its activities. He sets a schedule for the Committee to reach its standpoint within a deadline that fits into the the time frame set for the NAB for issuing a final decision on the matter (for administrative accreditation procedures, the HEA sets a time frame of 120 days).
- The members of the Committee will receive the documents to be assessed from the Office. They include the application for accreditation and a self-evaluation report in which the HEI itself evaluates how it meets the individual standards. Members of the Committee are obliged to familiarize themselves with all documents, to personally and actively participate in the Committee's meetings, to act independently during the Committee's meetings, to express their personal expert opinion and to comply with the conditions of impartiality and the manner of handling information.⁴
- By being appointed to the Evaluation Committee, members undertake the obligation to participate actively in the work of the Committee and to produce expert reports when requested to do so.
- The Chair of the Committee shall, by agreement, appoint one or more members of the Committee to prepare an **expert report** (on a provided template). This is an internal working document of the Committee, which is not part of the administrative file and is not provided to the higher education institution. It is prepared on the basis of documents submitted by the higher education institution, including publicly available information. It expertly assesses the fulfilment of the requirements given by the HEA and the standards for accreditation. Any statement that certain requirements are not met must be justified in the appropriate part on the form.
- The Chair shall circulate the expert report to all members of the Committee.
- If it is necessary for a proper assessment of the matter, the Committee, through the Office, may request from the higher education institution **additional documentation** for the preparation of the standpoint.
- The Committee may consult with the Office and, where appropriate, with the relevant rapporteur, who shall coordinate the Committee's activities methodically.
- To discuss the application, the Chair will convene an **attendance meeting of the Committee** (e.g., in the NAB meeting rooms) or an **on-line meeting**, from which **minutes of the meeting of the Evaluation Committee** will be taken. The minutes shall include the outcome of the vote and a clearly articulated recommendation to the Board,

⁴ See Statute of the NAB Article 31(9)

including the justification; the minutes shall include all relevant findings regarding whether or not the standards for accreditation have been met. A detailed assessment by this advisory body of the NAB Board is important for the final accreditation decision. The minutes may include a justification for a minority standpoint of a member of the Committee.

- The Evaluation Committee shall have a quorum if more than half of its members are present. In addition to the members of the Evaluation Committee, other persons, such as members of the NAB Board and NAB Office staff, may also participate in the meetings of the Evaluation Committee. Representatives of the applicant may be invited to the meeting at the discretion of the Chair of the Committee.
- If necessary, the Committee may also adopt resolutions via a **vote by correspondence - per rollam** (outside of the attendance/online meeting); in this case, the Chair shall coordinate further action with the Office staff.
- At a later stage of the procedure, the Chair of the Evaluation Committee may be asked by the rapporteur or the Office to reconvene the committee (for example, if new previously unknown facts have come to light).
- The work of the Committee ends with a discussion of the matter in the NAB Board. After the matter has been discussed by the NAB Board, the members of the Committee are paid the agreed remuneration.

THE PROCEDURE AFTER THE TERMINATION OF THE COMMITTEE'S ACTIVITIES

- The final version of the minutes, dated and signed by the Chair of the Evaluation Committee, are sent to the relevant rapporteur(s) via the Office.
- The rapporteur shall prepare a **rapporteur's report**, which shall include a draft resolution of the Board, including a statement of reasons.
- The minutes of the meeting of the Evaluation Committee and the rapporteur's report are part of the administrative file and are sent to the higher education institution as part of the notification that **documents have been collected for the Board's decision** in the proceedings. The higher education institution can comment on them.
- If the Chair of the Committee is requested to do so by the Chair of the NAB or the rapporteur, he or she will provide additional opinion to the Committee's standpoint, usually on the higher education institution 's comments on the decision documents.
- The minutes of the meeting of the Evaluation Committee, the report of the rapporteur and any comments of the HEI are the documents for the Board meeting.
- After the Board's decision becomes final, the Chair of the Evaluation Committee is informed of the Board's decision in the proceedings.
- Neither the minutes of the Evaluation Committee nor the rapporteur's report shall be published.

THE SPECIFICS OF EVALUATION COMMITTEES ACCORDING TO THE INDIVIDUAL ACTIVITIES OF THE NAB

Evaluation Committee for the assessment of degree programmes and for the assessment of the field of habilitation procedure or procedure for appointment of professors

The Committee most often assesses applications for the granting (or extension or expansion) of accreditation in terms of meeting the standards set by government regulation, i.e., the overall resources for the degree programme or the field of habilitation procedure or procedure for appointment of professors. Another activity is the consideration of initiatives to lift corrective measures (restriction or revocation of the accreditation of degree programmes, suspension or revocation of accreditation of habilitation procedures and procedures for the appointment of professors). Accreditation is granted for 10 years, but can be granted for a shorter period (usually 5 years) based on identified deficiencies.

Common committee structure: chair + 4 members

- It is possible to set up a single Evaluation Committee in several administrative proceedings concerning several degree programmes/related fields for the habilitation procedure or the procedure for the appointment of professors, if the same higher education institution is involved.
- In the case of degree programmes included in more than one field of study (combined programmes), the Evaluation Committee is composed of members from all fields of study in which the degree programme is included, in proportion to the percentage of the fields of study in the degree programme.
- For professionally oriented degree programmes, the Committee must include a representative of the professional sphere.

Committee activities:

- If necessary, the Evaluation Committee or the Chair of the Committee may assign other members of the Evaluation Committee to prepare **additional expert reports**. The Chair of the Evaluation Committee may also delegate several members of the Evaluation Committee to prepare the expert report jointly.

Evaluation Committee for Institutional Accreditation

Institutional accreditation is granted by the NAB to a higher education institution for a field or fields of study and within them for the relevant type or types of degree programmes. The Committee assesses the institutional environment of the higher education institution (internal quality assurance system) and the provision of educational activities in the given field of study. The higher education institution must be able to ensure such internal quality assurance of degree programmes that guarantees the fulfilment of standards in all degree programmes.

Institutional accreditation is normally granted for a period of 10 years; it is granted for a period of 5 years if it is granted to a higher education institution for a field or fields of study for which the institution has been denied an immediately preceding application for expansion of institutional accreditation.

Structure of the overall Committee: Chair + members (including students)

This Committee shall be divided into Sub-Committees for each field of study that is the subject of the application.

Structure of these Sub-Committees: Vice-Chair + 3 members

- The members of the Committee are nominated by the rapporteur or rapporteurs in the multiple fields of study in which the higher education institution intends to operate and by the institutional accreditation rapporteur.

Committee activities:

- The assessment includes an on-site visit. The Sub-Committee takes **minutes** of the visit, which are part of the administrative file and are provided to the higher education institution.
- The Sub-Committees prepare separate **expert reports**.

Evaluation Committee for the External Evaluation of HEIs⁵

An external evaluation is launched by the NAB on the basis of a Board resolution. The NAB will provide the Committee with the proposal from the MEYS for the external evaluation (if relevant) and the documents requested from the higher education institution for the external evaluation.

Common Committee structure: Chair + Vice-Chair + 5 members

- The proposal for the composition of the Committee is prepared by the members of the Board who are the rapporteurs for the fields of study to which the majority of the degree programmes carried out by the respective higher education institution belong.

Procedure:

- The Evaluation Committee will prepare a report on the external evaluation. It shall agree on the draft report by an absolute majority of the members present, but not less than one third of all its members.
- The report on the external evaluation of the higher education institution prepared by the Committee is sent to the higher education institution for comments.
- The documents for the Board meeting are mainly the report of the external evaluation Committee and any comments from the higher education institution.
- The NAB is to issue its report within 180 days of receipt of the Minister's proposal or the date of the Board's resolution to conduct the external evaluation.
- The deadline for the higher education institution for filing objections to the report is 60 days. The Office will forward objections to the Chair and other members of the Committee and the appropriate Board member. The Evaluation Committee will provide the Office with a standpoint on the objections, including any suggestions for modifying the report. The documents for the Board meeting are mainly the objections of the higher education institution and the opinion of the Evaluation Committee. If the Board finds the objections to be justified, it will modify the external evaluation report of the higher education institution.
- The external evaluation report of the HEI is made public. At the request of the higher education institution, any objections from the higher education institution will also be made public.

⁵ See Statute of the NAB Article 15

Evaluation Committee for Preparing a Standpoint on the Type of Higher Education Institution

The Committee assesses the prerequisites of the higher education institution for transitioning from a non-university to a university type, i.e., whether it is capable of fulfilling the full role of a university-type higher education institution.

Common Committee Structure: Chair + usually 4 members

- The Committee has a composition similar to the Evaluation Committee for assessing applications for the accreditation of doctoral degree programs, with members appointed from the Pool of Evaluators according to the fields of education, into which the majority of the existing educational activities of the higher education institution or the proposed doctoral degree program fall.

Procedure:

- After reviewing the documents, the Evaluation Committee adopts a standpoint by an absolute majority of the present members, but not less than one-third of all its members.
- After preparing the standpoint, the relevant member of the Board prepares a report. This report includes a proposal for a Board resolution, along with the reasons. The standpoint of the Committee and the report of the relevant Board member serve as the basis for the Board meeting.
- The NAB is to issue its standpoint within 90 days of receiving the application from the higher education institution. The higher education institution may file objections within 30 days, which the Office will forward to the Presidium and the Committee if a new assessment by the Committee is necessary. The Committee will send its standpoint on the objections to the Office.
- The basis for the Board meeting includes mainly the objections of the higher education institution, the presentation report of the Presidium, and any standpoint of the Committee. The matter is presented at the next Board meeting. If the Board finds the objections justified, it will amend the standpoint.

Evaluation Committee for Preparing a Standpoint on Granting Domestic Permits to Non-European Foreign Higher Education Institutions or Their Branches

The Committee assesses the personnel, financial, and material provisions of the foreign higher education study program and the fulfillment of conditions for the proper provision of education and related creative activities to grant permission or authorization to provide foreign higher education in the territory of the Czech Republic.

Common Committee Structure: Chair + 4 members

Procedure:

- The Office forwards the request from the Ministry of Education, Youth, and Sports (MEYS) for a standpoint to the Committee.
- The Evaluation Committee adopts a standpoint by an absolute majority of the present members, but not less than one-third of all its members.
- After preparing the standpoint, the relevant member of the Board prepares a report. This report includes a proposal for a Board resolution, along with the reasons.
- The standpoint of the Committee and the report of the relevant Board member serve as the basis for the Board meeting.
- The NAB is to issue its standpoint within 90 days of receiving the request from the MEYS.

Part 3: Standards and criteria for assessment and evaluation

I. Application of the most important standards for the accreditation of degree programmes

This section highlights the key standards for the accreditation of degree programmes, in terms of the requirements of the HEA, the Government Regulation on Standards for Accreditation in Higher Education, the methodological documents and the administrative practice of the NAB, which are essential for assessing whether a degree programme can be granted accreditation, and failure to meet them is one of the frequent reasons for recommending not to grant accreditation.

It should be noted that requirements cannot usually be clearly quantified. For example, it is not possible to state that a Bachelor's degree programme must have a certain number of fundamental theoretical courses, a different number of profile core courses, etc. The content of the courses may vary from programme to programme in different fields of study, but also from programme to programme within the same field of study. Similarly, it is not possible to set firm requirements for publication activities of teachers across fields of study, because the possibilities of publication in reputable peer-reviewed journals included in world databases differ not only in social and natural sciences, but also within individual fields of study.

When assessing applications for the accreditation of degree programmes, particular attention should be paid to the following issues:

1. whether the content of the degree programme corresponds to the type and profile of the degree programme, the profile of the graduate and the study objectives (what is taught and how),
2. whether the degree programme is adequately staffed (who teaches),
3. whether the higher education institution has adequate background in creative (scientific and research) activities for teaching the degree programme,
4. and whether the specific standards for combined or distance mode of study or for the implementation of a degree programme in a foreign language are met.

Serious deficiencies in the fulfilment of the standards listed below should be grounds for not granting accreditation; in the case of partial deficiencies in personnel resources (and also in the case of information, financial and material resources), accreditation for a period shorter than the maximum period of 10 years stipulated by law may be proposed. In the case of deficiencies in the composition and content of the degree programme or in the creative activity of the higher education institution, the possibility of proposing a shorter period of accreditation than 10 years is not provided for by law. Especially for deficiencies in the composition and content of the degree programme, the application should be proposed for rejection.

The higher education institution applying for accreditation receives the minutes of the Evaluation Committee together with the report of the relevant rapporteur before the NAB Board makes its decision on accreditation. The NAB will also invite the higher education institution to comment on these documents, which gives the higher education institution the opportunity to modify the application and correct the deficiencies in the ongoing proceedings. If it does so, the NAB may, depending on the nature of the modifications made, ask the Evaluation Committee for a new standpoint on the modified application or decide on the matter itself.

Accreditation for a period shorter than 10 years may also be proposed in the case of a new degree programme that has not yet been offered by the higher education institution.

Composition and content of the degree programme and its courses⁶

- The profile of the graduate, the declared study objectives, the composition of the study plan, the content of individual courses, the profile of the degree programme and the content of the state final examination must correspond to each other. Learning outcomes must be realistic and relevant to the learning load. The study objectives must be meaningful and adequate in the light of the current state of knowledge.
- The student should acquire the competences declared in the profile of the graduate primarily by completing the fundamental theoretical profile core courses (the so-called ZT courses) and the profile core courses (the so-called PZ courses). Knowledge and skills in these courses should be tested in the state final examinations. Some exceptions are ZT courses that form the theoretical or methodological basis for follow-up courses and which are not explicitly referred to in the profile of the graduate (typically mathematics courses in non-mathematics programmes); these may be implicitly included in the state final examinations without explicitly forming part of the state final examination.
- The content of teaching, study literature and other study documents must be up-to-date and correspond to the current state of knowledge.
- The requirements for completion of courses must be appropriate to the nature of the individual courses and must demonstrate how the knowledge, skills and competences acquired are verified.
- For professionally oriented degree programmes, practical training must be part of the degree programme. The minimum duration of the training is 12 weeks for Bachelor's degree programmes, 6 weeks for Master's degree programmes and 18 weeks for long-Master's degree programmes, whereas one week is defined as 40 hours in accordance with the Labour Code. The application must include contracts between the higher education institution and the workplaces where the training will take place. The training should be supervised and should include reflection on the skills acquired during the training. The nature of training workplaces and its content must correspond to the focus of the degree programme. It is not acceptable that the normal activities of students in their employment or as self-employed persons are recognised as relevant training, because the normal activities that the student has carried out in the course of his/her employment to date cannot usually serve to fulfil the objectives of the training. It is assumed that through training, the student increases his/her qualifications to be able to perform more "complex" tasks. However, this does not mean that the student cannot carry out training in the context of his/her employment (presence at the workplace), as long as the content of this activity corresponds to the requirements and objectives of the training. The higher education institution should have set rules for the assessment of

⁶ Data for the assessment of this part are contained in particular in Annexes B-I, B-IIa (B-IIb), B-III, B-IV of the application and in the self-evaluation report.

individual cases of training and the assessment should be evident in the student's documentation. In any case, the training must be supervised and evaluated.

- During the training, the student should test the application of the acquired knowledge and skills. The study plan must be designed so that the student acquires the key knowledge for the training before commencing the training.

The most common deficiencies

- × overly broad study objectives and profile of the graduate, which include competences of little relevance, leading either to inconsistency with the composition of the curriculum and state final examinations, or on the contrary to oversized representation of PZ and ZT courses and the scope of state final examinations covering almost the entire studies in an attempt to meet the stated profile of the graduate;
- × the composition of PZ and ZT courses does not correspond to the profile of the graduate, but to other factors (e.g., personnel resources of the department);
- × inappropriate sequence of courses, when application courses in the study plan are taught sooner than theoretical courses that form the basis for them, or training precedes courses in which students acquire the skills they are supposed to further develop in practice;
- × the compulsory part of the state final examination also includes competences from compulsory elective PZ courses. If the PZ courses are offered as compulsory electives, the competences acquired in them must be verified in a compulsory elective part of the state final examination.

Guarantor of the degree programme⁷

- The degree programme guarantor must be employed full-time (40 hours/week) at the higher education institution applying for accreditation and, if the degree programme is to be implemented at a unit of the higher education institution (typically a faculty), the guarantor must also be employed at least half-time (20 hours/week) at that unit.
- The total extent of employment of the guarantor at higher education institutions must not exceed 1.5 full-time equivalent-FTE (60 hours/week) and the guarantor must have the adequate time capacity to develop the degree programme.
- The guarantor may guarantee at the same time:
 - a. no more than one Bachelor's degree programme and one Master's degree programme of the same, similar or related content,
 - b. no more than one Master's degree programme and one Doctoral degree programme of the same, similar or related content,
 - c. in the arts, no more than one Bachelor's, one Master's and one Doctoral programme of the same, similar or related content.
- In the case of a Bachelor's degree programme, the guarantor must have at least a Doctoral degree or a scientific degree (CSc., DrSc.)
- In the case of a Master's degree programme, the degree programme guarantor must be at least habilitated in the field corresponding to the field of study in which the programme is included.

⁷ Data for the assessment of this part are contained in particular in Annexes B-I, C-I of the application and in the self-evaluation report.

- In the case of a Doctoral degree programme, the guarantor of the degree programme must be a habilitated or appointed professor in the field corresponding to the degree programme or a degree programme of close or related content.
- In the event that the field of habilitation procedure or of appointment of professors or the completed Doctoral degree programme does not correspond to the field of study or, in the case of a Doctoral degree programme, is not related to the focus of the degree programme, the guarantor must prove that he or she has performed scientific, research and other creative activities in the last 5 years that correspond to the requirements for meeting the qualification criteria.
- The guarantor of Bachelor's degree programmes must have relevant publication activity related at least loosely to the focus of the degree programme, which should also include publications in recognised peer-reviewed journals included in world databases (WoS, Scopus). In the case of a Bachelor's professionally oriented degree programme, this activity may be replaced by experience in the professional sphere that is directly related to the focus of the degree programme.
- For Master's and Doctoral degree programmes, the guarantor must prove publication activity related to the degree programme and should be involved in the solution of scientific projects carried out at the higher education institution.

The most common deficiencies

- × the guarantor of the degree programme does not have an appropriate education/scientific pedagogical degree;
- × the total extent of employment of the guarantor exceeds 1.5 FTE;
- × the guarantor's creative activity is not related to the degree programme/field of study in which the degree programme is included.

Personnel resources for the degree programme⁸

- In accordance with Section 70 of the HEA, an academic staff member is a staff member who has an employment contract at the higher education institution and performs both pedagogical and creative activities at the higher education institution. Lecturers who work at the higher education institution under an agreement for work performed outside the employment relationship (Agreement to Complete a Job - DPP, Agreement to Perform Work - DPČ) or in a similar format (self-employed) are not academic staff. Persons working at a given HEI only as self-employed persons may not be involved in teaching.
- The total extent of employment of an academic staff member (hereinafter referred to as AS) at higher education institutions must not exceed 1.5 FTE and at the same time the teacher must have adequate time capacity for teaching and creative activities (the exception is working in contractual facilities for medical degree programmes and short-term work - for a maximum of 1 year in the scope of 0.2 FTE). The extent of employment of associate professors and professors can be verified on request in the Register of Associate Professors and Professors (REDOP).
- The overall personnel structure must be appropriate to the type of degree programme, modes of study, number of students, etc. For teachers and especially the more senior

⁸ Data for the assessment of this part are contained in particular in Annexes B-IIa, (B-IIb), and C-I of the application and in the self-evaluation report.

guarantors, continuity should be ensured at the department in case of the absence of the guarantor, e.g., for health reasons. The age structure of the personnel should offer perspectives for securing and developing the degree programme at least in the medium term, especially through the representation of the younger and middle generation of sufficiently qualified and professionally active AS.

- The period for which the AS is employed is considered. The higher education institution should declare that it will ensure personnel for at least the standard study period, ideally for the full possible duration of the 10-year accreditation. In the event that some staff members' employment contracts expire during the standard study period, a statement from the higher education institution management declaring the extension of these contracts should be attached to the application. If the application has a high proportion of AS with fixed-term contracts, this is a reason for granting accreditation for less than 10 years.
- The overall workload of teachers in direct teaching must be adequate and allow teachers to fulfil other duties (development of their own creative activity, supervising final theses, providing consultations, etc.). If necessary, it is possible to request a list of all courses taught by a given teacher across degree programmes from the higher education institution through the Office. The extent of the agreed employment must correspond to the workload of the teachers.
- The guarantors of ZT and PZ courses must be adequately involved in the teaching of these courses (e.g., the guarantors of ZT must be significantly involved in the lectures, it is not permissible for them to provide only the introductory lecture and for the actual teaching of the course to be predominantly performed by another teacher).
- Qualification requirements for the guarantee of courses in Bachelor and Master types of degree programme:

Type of programme	ZT courses		PZ courses		other	
	Minimum employment	Minimum qualifications	Minimum employment	Minimum qualifications	Minimum employment	Minimum qualifications
Bachelor's	Full-time employment	Ph.D./CSc.	Employment relationship	Mgr./Ing. etc.	DPP/DPČ	Mgr./Ing. etc.
Master's	Full-time employment	Assoc. Prof.	Employment relationship	Ph.D./CSc.	DPP/DPČ	Mgr./Ing. etc.

In the event that the guarantors of the ZT courses do not have a full-time employment at the higher education institution, the higher education institution must duly justify this fact, and this fact may be a reason for granting accreditation for a period of less than 10 years.

- Specific requirements for individual types and profiles of degree programmes
 - d. Professionally oriented Bachelor's degree programme
 - i. ZT course guarantors must have at least a minimum citation record and have at least a minimum number of publications in reputable peer-reviewed journals in the last 5 years related to the courses they deliver.
 - ii. The guarantors of PZ courses should have relevant creative and publishing activities related to the delivered courses in the last 5 years.
 - iii. Experts from the professional sphere must be involved in teaching, e.g., by leading tutorials and seminars, and they must demonstrate their qualifications by having worked in the professional sphere in the last 5 years. Experts without documented professional activity related to the guaranteed course cannot be guarantors of courses.
 - e. Professionally oriented Master's degree programme

- i. ZT course guarantors must have an adequate citation record and have publications in reputable peer-reviewed journals included in world databases in the last 5 years that are related to the courses they deliver.
 - ii. PZ course guarantors must have at least a minimum citation record and have at least a minimum number of publications in reputable peer-reviewed journals in the last 5 years related to the courses they deliver.
 - iii. Experts from the professional sphere must be involved in teaching, e.g., by leading tutorials and seminars, and they must demonstrate their qualifications by having worked in the professional sphere in the last 5 years. Experts without documented professional activity related to the guaranteed course cannot be guarantors of courses.

- f. Academically oriented Bachelor's and Master's degree programme
 - i. ZT course guarantors must have an adequate citation record, have publications in reputable peer-reviewed journals included in world databases in the last 5 years that are related to the courses they deliver and demonstrate relevant scientific and research activities.

- g. Doctoral degree programme
 - i. In the case of Doctoral degree programmes, there are no course guarantors, the composition of the programme board, teachers and the provision of the degree programme by supervisors are assessed.
 - ii. Teachers of courses, members of the programme board and supervisors must provide appropriate outputs of their scientific, research and other creative activities, depending on the nature of the individual fields, especially publications in impact journals, peer-reviewed professional journals, monographs, and activities in the professional sphere; in artistic degree programmes, appropriate works of art.
 - iii. The programme board must have an adequate representation of internal and external members.
 - iv. Supervisors who are not associate professors or professors must be approved by the relevant scientific or artistic council. For external supervisors, it is assumed they operate in the long-term outside higher education institutions (typically in research institutes); internal supervisors without habilitation should only be present in exceptional and justified cases. Scientific, research and other creative activities of non-habilitated supervisors should correspond to the requirements for a successful habilitation procedure.

The most common deficiencies

- × teachers and course guarantors do not have adequate publishing activity for the courses they teach;
- × ZT or PZ courses are guaranteed by teachers who are not academic staff of the higher education institution (they do not have an employment relationship at the higher education institution, but only a DPP/DPČ);
- × failure to meet the qualification requirements for course guarantors and other teachers;
- × lack of perspective for the development of the degree programme (too narrow core of academic staff dedicated to the topic of the programme, or no possible replacement of more senior academic staff by younger teachers with appropriate qualifications);

- × insufficient involvement of teachers in grants and projects at the higher education institution.

Scientific, research, artistic and other creative activities of the higher education institution⁹

- The higher education institution must carry out creative, that is, scientific, research or artistic activities (hereinafter referred to as "creative activities"); if the degree programme is to be carried out at a unit of the higher education institution (typically a faculty), this requirement applies to the unit of the higher education institution.
- Only those external projects for which the higher education institution is a beneficiary or co-beneficiary are counted as creative activities of the higher education institution. Projects carried out by the higher education institution's staff at other higher education institutions are not counted as part of the higher education institution's scientific activities.
- The creative activity must correspond to the field of study in which the degree programme is included and should be related to the focus of the degree programme. For Bachelor's degree programmes, this link may be looser, but for Master's and Doctoral degree programmes, creative activity must be closely related to the focus of the degree programme, as students are expected to be involved in this activity.
- The implementation of creative activities must not be based solely on internal projects, there must also be external projects, through which the higher education institution demonstrates that it is able to compete with other institutions.
- Key teachers involved in the delivering the degree programme should be involved in external projects.
- For professionally oriented degree programmes, cooperation with the professional sphere is required, in particular contracted and applied research projects funded by local partners from the professional sphere.
- In the case of academically oriented degree programmes, the higher education institution must be the principal investigator of external scientific and research projects (or, in the case of artistic programmes, artistic projects); these should be projects of reputable grant agencies (such as GACR, TACR, foreign reputable grant agencies).
- In the case of academically oriented Master's degree programmes and Doctoral degree programmes, scientific and research activities should have an appropriate international dimension (involvement in international projects, international research teams, etc.)
- In the case of a Bachelor's professionally oriented degree programme, creative activity is required. In the last 3 years, contracted research projects, artistic activities or other forms of cooperation with the professional sphere related to the focus of the degree programme are or have been undertaken, demonstrating the expertise of the higher education institution and the applicability of the results of creative activities in practice.
- In the case of an academically oriented Bachelor's degree programme, scientific or artistic activity is required. In the last 5 years, 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 HEA) related to the focus of the degree programme are or have been undertaken.
- In the case of a professionally oriented Master's degree programme, scientific or artistic activity is required in the form of external scientific or artistic grants and projects

⁹ Data for the assessment of this part are contained in particular in Annex C-II of the application and in the self-evaluation report.

(including outputs registered by the school in the Register of Artistic Outputs according to Section 77 of the HEA), which may be replaced by applied or contracted research projects that correspond in nature to scientific activity. These grants and projects, which are content-wise related to the focus of the degree programme and in which students may be involved, are being or have been undertaken in the last 3 years.

- In the case of an academically oriented 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 HEA) with an appropriate international dimension is required. These grants and projects, which are content-wise related to the focus of the degree programme and in which students may be involved, are or have been ongoing for most of the past 5 years.
- In the case of a Doctoral 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 RAO according to Section 77 of the HEA) with an appropriate international dimension is required. These scientific or artistic grants and projects related to the focus of the degree programme have been carried out over a long period of time, for most of the past 10 years.

The most common deficiencies

- × the higher education institution reports only internal projects or is neither a beneficiary nor a co-beneficiary of the reported projects (it reports projects of other institutions in which its academic staff are involved on an individual basis);
- × the reported external projects are not related to the field of study in which the degree programme is included or have no connection with the focus of the degree programme (or, in the case of Master's and Doctoral programmes, only a marginal connection);
- × in the case of an academically oriented Master's degree programme or a Doctoral programme, the higher education institution has only one long-term project or no projects with an international dimension;
- × the researchers of the reported projects are not involved in teaching in the degree programme;
- × there is a lack of projects of contractual cooperation with the professional sphere in professional degree programmes, the higher education institution only demonstrates the organisation of conferences or cooperation based on the involvement of individual academic staff in the activities of entities from the professional sphere.

Accreditation of the degree programme in the combined and distance mode of study¹⁰

- courses of the Bachelor's and Master's degree in the combined and distance mode of study, where the scope of direct teaching is lower than in the on-site mode (i.e., they are at least partly carried out in distance mode), must have elaborated study supports. The study supports must be designed to replace students' participation in direct teaching. In addition to the course guide itself, which contains the objectives of study, study prerequisites, requirements for proper completion of the course, etc., it must contain study documents (e.g., in the form of study texts, references to study literature, recorded lectures, etc.), review questions and examples to verify the acquired knowledge, case studies, etc.

¹⁰ Data for the assessment of this part are contained in particular in the form of links in Annex A-I of the application and in the self-evaluation report.

- Study supports must be up-to-date and correspond to the current state of knowledge, and the emphasis on being up-to-date is higher in these modes of study than in the study literature in the on-site mode of study, where students can become familiar with current trends through direct teaching. Study supports should be continuously updated, especially for courses devoted to dynamically developing disciplines (such as computer science, marketing, etc.) it is not acceptable for self-study to be carried out from outdated supports.
- It is assessed whether the entire distance education system is functional, whether students have adequate documents and an environment to replace face-to-face teaching, adequate opportunities for consultation and opportunities to communicate with each other. The method of verifying students' knowledge is suitably adapted to the combined or distance mode of study.
- Courses in the combined or distance mode of study, which have the same scope of teaching as in the on-site mode (i.e., they are not carried out in the distance mode - e.g., laboratory teaching), do not have to be supported by study supports.
- For Bachelor's and Master's degree programmes implemented in the combined mode of study, the sum of direct teaching hours in individual courses must be at least 80 hours per semester, except for the last semester of study. Training is not considered direct teaching.
- For degree programmes that have not yet been accredited in the combined or distance mode of study, it is not necessary to submit supports for all courses. The higher education institution shall submit a comprehensive set of study supports for the first year of study with the application for accreditation of degree programmes in these modes of study. However, this part must be capable of showcasing the entire functionality of the system of implementation of studies in the combined or distance mode.

The most common deficiencies:

- × insufficient amount of direct teaching in the combined mode of study (less than 80 hours of direct teaching);
- × study supports do not replace direct teaching for students or are outdated;
- × study supports are not created to the minimum extent, i.e., at least for the first year of study.

Accreditation of a degree programme in a foreign language

- Study literature must be available in the language of study; study literature in Czech is not acceptable.
- Study supports for combined or distance learning must be in the respective language of study.
- For professionally oriented degree programmes, training is provided in the respective language of study.
- Final theses must be written in the relevant foreign language.
- All relevant internal regulations must be available on the higher education institution's website in the language of study and all relevant information for students and applicants must be available in that language.

The most common deficiencies

- × the higher education institution's website does not provide access to internal regulations and other information for students in the respective language of study;
- × the study literature or study supports are in the Czech language, not in the language in which the degree programme is implemented.

II. Application of the Most Important Standards for the Accreditation of Fields in Habilitation Procedures and Procedures for the Appointment of Professors

This section discusses in more detail the most important standards for the accreditation of fields in habilitation procedures and procedures for the appointment of professors. These standards are derived from the requirements of the Higher Education Act, the Government Regulation on Standards for Accreditation in Higher Education, methodological materials, and the administrative practice of the National Accreditation Bureau (NAB). These are the standards that are crucial for assessing the quality of the submitted application for the accreditation of the field of habilitation procedures and/or procedures for the appointment of professors (hereinafter referred to as the "field of procedures"). The degree to which these standards are met or unmet is then decisive for the recommendation of the Evaluation Committee on whether or not to grant accreditation for the given field of procedures.

In this context, it is important to note that the above-mentioned requirements, which must be met for accreditation to be granted, cannot usually be easily quantified. For example, it is not possible to set clear requirements for the quality of publication activities of individuals applying for habilitation procedures or procedures for the appointment of professors that would be the same for all fields of education. The possibilities for publication in impact journals included in the WoS or Scopus databases vary significantly not only between different fields of education but often also within them.

When assessing applications for the accreditation of the field of procedures, particular attention should be paid to the following:

1. Whether the requirements placed on candidates for habilitation procedures and procedures for the appointment of professors are appropriate and allow for the clear verification of the quality of their previous educational and creative activities.
2. Whether the higher education institution, through its scientific or artistic activities related to the field of procedures and the implementation of a doctoral degree program to which the given field of procedures is connected, creates the necessary expertise for the implementation of the field of procedures for which it is seeking accreditation.
3. Whether the field of procedures is sufficiently staffed at all appropriate levels.

When all the most important standards (see below) are fully met, the Evaluation Committee may recommend granting accreditation for the given field of procedures for a period of up to 10 years. If some of the below-mentioned standards are partially unmet, the Evaluation Committee may appropriately shorten the recommended period of accreditation (usually to 5 years). Significant deficiencies in meeting the most important standards can then be considered grounds for not granting accreditation.

The minutes of the Evaluation Committee meeting, which are the result of the Committee's activities, subsequently become part of the administrative file together with the report of the relevant rapporteur (unlike the expert report, which is only a basis for the Evaluation

Committee's meeting). The higher education institution applying for accreditation has the opportunity to review its content in advance before the NAB Board meeting. Subsequently, the institution may modify the submitted application to address the deficiencies identified by the Evaluation Committee. Depending on the extent of the changes made, the NAB may then request a new standpoint from the Evaluation Committee on the revised application.

Requirements for Candidates

- The rules for habilitation procedures and procedures for the appointment of professors must define the requirements placed on candidates for these procedures.
- The rules for habilitation procedures and procedures for the appointment of professors must also provide a guarantee of clear and impartial verification of the requirements placed on candidates for habilitation procedures or procedures for the appointment of professors (hereinafter referred to as "requirements for candidates").
- The requirements for candidates pertain to their previous educational and creative activities and their international dimension.
- The requirements for candidates must be clearly specified and appropriate to the type and field of the procedure, and they must correspond to the conventions of the respective field.

Most Common Deficiencies

- × The requirements for candidates are not clearly specified or do not correspond in level to the conventions in the respective field.
- × The requirements for candidates do not lead to the verification of the candidate's quality, i.e., their educational and creative activities and their international dimension.

Related Scientific and Artistic Activities

- The higher education institution must demonstrate scientific, research, or artistic activities (hereinafter referred to as "creative activities") related to the given field of procedures for at least ten years.
- This creative activity is assessed either at the higher education institution if the field of procedures is to be implemented by the institution, or at the part of the higher education institution that is to implement the field of procedures.
- The creative activities related to the field of procedures must have an international scope, quality, intensity, and extent that correspond to the nature of the given type and field of procedures.
- Only those external scientific or artistic projects where the higher education institution or its part responsible for the procedures is the principal investigator/co-investigator are considered creative activities related to the field of procedures. By obtaining such projects, the higher education institution demonstrates its ability to compete with other comparable institutions. Internal projects of the higher education institution are not considered creative activities related to the given field of procedures.
- The principal investigators of external scientific or artistic projects must be involved in ensuring the given field of procedures.

- Projects in which the staff of the higher education institution/its part involved in the procedures are participating but which are being carried out at other higher education institutions, or other parts of the same institution that do not participate in the procedures, are not counted as creative activities of the higher education institution related to the field of procedures.
- The providers of external scientific or artistic projects related to the field of procedures should be reputable institutions (such as GAČR, TAČR, MKČR, etc.).

Most Common Deficiencies

- × External scientific or artistic projects are not being carried out at the department of the higher education institution that is supposed to implement the field of procedures, or the reported external scientific or artistic projects do not relate to the given field of procedures (or only relate to it marginally).
- × The reported scientific or artistic projects do not have the appropriate international scope.
- × The principal investigators of the reported scientific or artistic projects are not involved in ensuring the given field of procedures.

Doctoral Degree Program Corresponding in Focus to the Field of Habilitation Procedures and Procedures for the Appointment of Professors

- The higher education institution must implement a doctoral degree program that corresponds in focus to the field of habilitation procedures and procedures for the appointment of professors for at least twice the standard period of study (i.e., 6 years for three-year programs or 8 years for four-year doctoral degree programs).
- A single doctoral degree program may be followed by multiple fields of habilitation procedures and procedures for the appointment of professors. Conversely, one field of habilitation procedures and procedures for the appointment of professors may correspond to multiple doctoral degree programs that match its focus.
- The doctoral degree program must have both current students and graduates.

Most Common Deficiencies

- × No significant deficiencies have been recorded in practice.

Academic Staff Ensuring the Field of Habilitation Procedures and Procedures for the Appointment of Professors

- In accordance with Section 70 of the Higher Education Act, an academic staff member is defined as a staff member employed by the higher education institution who engages in both educational and creative activities. Staff who work at the higher education institution under agreements for work performed outside of employment (DPP, DPČ) are not considered academic staff.
- The total employment extent of an academic staff member across all higher education institutions must not exceed 1.5 full-time equivalent (FTE) in terms of weekly working hours according to the Labor Code. Exceptions include employment in a contracted medical facility for fields of habilitation procedures and procedures for the appointment of professors (hereinafter referred to as the "field of procedures") in the medical and

healthcare focus and short-term employment contracts lasting 1 year with an employment extent not exceeding 0.2 FTE of weekly working hours. For habilitated academic staff, the employment extent can be verified in the Register of Associate Professors and Professors (REDOP; this can be arranged by the Office staff upon request).

- Academic staff ensuring the field of procedures must have a minimum employment extent of 0.6 FTE, i.e., 24 hours per week, at the higher education institution. If the field of procedures is to be implemented at a part of the higher education institution, the academic staff ensuring the field of procedures must have the same employment extent at that part of the institution (i.e., 0.6 FTE, or 24 hours per week).
- Academic staff ensuring the field of procedures must not guarantee the field of procedures at another higher education institution.
- Academic staff ensuring the field of procedures must demonstrate relevant scientific or artistic activities related to the field of procedures. Depending on the nature of the specific fields, this scientific or artistic activity should include publications in impact journals, publications in peer-reviewed professional journals, monographs, invited plenary lectures at international conferences, relevant artistic works and exhibitions, etc. Additionally, they must be involved in external scientific or artistic projects carried out at the department responsible for the given field of procedures.
- The age structure of the academic staff ensuring the field of procedures must be appropriate, considering the need to ensure the field of procedures for the expected duration of the accreditation. Therefore, there must be an expectation that the academic staff ensuring the field of procedures will continue to work at the higher education institution and engage in educational and scientific or artistic activities for at least the anticipated duration of the accreditation.
- Specific Requirements for Different Types of Procedures:
 - a. Field of Habilitation Procedures:
 - a. The field of habilitation procedures must be ensured by at least two academic staff members habilitated in the field of procedures or a related field.
 - b. Field of Procedures for the Appointment of Professors:
 - b. The field of procedures for the appointment of professors must be ensured by at least one academic staff member appointed as a professor in the field of procedures or a related field and one habilitated academic staff member appointed as an associate professor in the field of procedures or a related field.

Most Common Deficiencies

- × Academic staff ensuring the field of procedures have employment at higher education institutions exceeding a total of 1.5 full-time equivalent (FTE) weekly working hours.
- × Academic staff ensuring the field of procedures have an employment extent of less than 0.6 FTE weekly working hours at the higher education institution.
- × Academic staff ensuring the field of procedures have an employment extent greater than 0.6 but less than 1.5 FTE weekly working hours at the higher education institution; however, they work entirely or partially (less than 24 hours per week) in a different part of the higher education institution than the one responsible for implementing the field of procedures.
- × Academic staff ensuring the field of procedures do not demonstrate scientific or artistic activities related to the field of procedures.

- × Academic staff ensuring the field of procedures are not involved in external scientific or artistic projects carried out at the higher education institution.
- × The age structure of academic staff ensuring the field of procedures does not offer the prospect of their continued long-term engagement at the higher education institution (including continuing in educational and scientific or artistic activities).

Assistant Professors with Prospects for Habilitation

- The department of the higher education institution that implements the field of habilitation procedures and procedures for the appointment of professors must employ a sufficient number of assistant professors.
- These assistant professors must serve as academic staff at the higher education institution. Additionally, they must demonstrate appropriate educational and scientific or artistic activities that provide a foundation for habilitation in the given or related field of habilitation procedures, at least from a medium-term perspective.

Most Common Deficiencies

- × Assistant professors with prospects for habilitation are not employed as academic staff (i.e., under an employment contract) at the higher education institution/department but only under DPP/DPC agreements.
- × The cited assistant professors do not demonstrate educational, scientific, or artistic activities that provide a foundation for habilitation in the given or related field of habilitation procedures.

Members of the Scientific or Artistic Council

- The scientific or artistic council of the higher education institution must include two members who are prominent experts in the given field of habilitation procedures and/or procedures for the appointment of professors, or in a related field within the same area of education as the doctoral degree program mentioned in section E-I of the accreditation application. These members of the scientific or artistic council may also be external members.
- If the field of habilitation procedures and/or procedures for the appointment of professors is to be implemented by a department of the higher education institution, the scientific or artistic council of that department must also include two members who meet the above characteristics. At least one of them should be appointed as an associate professor (in the case of habilitation procedures) or a professor (in the case of procedures for the appointment of professors) in a field related to the proposed field of procedures.
- These members of the scientific council must demonstrate relevant scientific or artistic activities related to the evaluated field of procedures, or a related field of procedures. Depending on the nature of the individual fields, these activities should include publications in impact journals, publications in peer-reviewed professional journals, monographs, invited plenary lectures at international conferences, relevant artistic works, and exhibitions, etc.
- These members of the scientific council do not need to be employed as academic staff at the higher education institution, nor do they need to have a contract for work performed outside of employment (DPP, DPC).

Most Common Deficiencies

- × The cited members of the scientific council are not prominent experts in the given field of procedures or a related field of procedures, or they do not demonstrate relevant scientific or artistic activities.