

INFORMATION BROCHURE FOR NAB EVALUATORS

Part 1: Legal framework for NAB activities

The National Accreditation Bureau for Higher Education (NAB) was established by the Higher Education Act as a legal entity under public law. The Higher Education Act confers the following powers on the NAB in relation to higher education institutions:

1. deciding on the granting and expansion **of institutional accreditation**,
2. deciding on the granting, expansion, or extension **of accreditation of study programs**,
3. deciding on the granting **of accreditation for habilitation procedures and procedures for appointment as professor**,
4. deciding on **the restriction or withdrawal** of institutional accreditation for education and study program accreditation, on **the suspension or withdrawal** of accreditation for habilitation procedures and procedures for appointment as a professor, and on **the restriction and termination** of the authorization to implement a study program on the basis of institutional accreditation,
5. conducting **external evaluations of** educational, creative, and related activities of higher education institutions,
6. **auditing compliance with legal regulations** in the implementation of accredited activities at higher education institutions,
7. issuing, at the request of the Ministry of Education, Youth and Sports (hereinafter referred to as "MEYS"), **opinions on the granting of state approval** to a legal entity wishing to obtain authorization to operate as a private higher education institution,
8. issuing **opinions on the type of higher education institution** at the request of the MEYS,
9. issuing **opinions**, at the request of the MEYS, **on the granting of domestic approval to foreign higher education institutions or their branches**,
10. **assessing matters related to higher education** submitted to NAB by the Minister of Education, Youth and Sports.

The NAB is an independent administrative body, and the members of the NAB bodies are independent in their decision-making in accordance with the law.

The NAB is a legal entity established under public law. The main source of its budget is a contribution provided by the Ministry of Education, Youth and Sports. The employees of the NAB constitute the NAB Office.

NAB BODIES:

1. **The NAB Board** (hereinafter referred to as the "Board") – the executive body of the NAB, which makes decisions as a collegial body, i.e. by voting. It consists of 15 members appointed by the government. The members of the Board are also appointed by the Board as **rapporteurs for specific areas of activity**:
 - for individual fields of education,
 - for the institutional environment,
 - for professionally oriented study programs,
 - for student representation on evaluation committees.

In the area of activity for which they have been appointed as rapporteur, Board members methodically coordinate the activities of the relevant evaluation committees and any other committees. Each administrative procedure conducted on an application for accreditation has its own rapporteur.

2. **NAB Appeals Committee** – a five-member body that decides on appeals against Board decisions in administrative proceedings (i.e., proceedings concerning accreditation) in cases specified by law. Members are appointed by the government from among persons with a higher education institution degree in law.
3. **Evaluation Committees** – advisory bodies to the Board, appointed by the NAB chair to prepare written reports:
 - in individual administrative proceedings,
 - in external evaluations of higher education institutions,
 - in proceedings to issue an opinion on applications for state approval to operate as a private higher education institution,
 - in proceedings to issue an opinion on the type of higher education institution,
 - in proceedings to issue an opinion on the granting of domestic approval to foreign higher education institutions or their branches.

Members of evaluation committees are appointed from among persons registered in the Pool of Experts. The establishment of committees, the number of members, the composition and activities of committees are governed by the NAB Statute, and further details on the activities and proceedings of committees are contained in the Rules of Procedure of NAB Evaluation Committees.

4. **Committees established by the NAB chair or the Board** – other advisory bodies of the NAB. These committees may be **permanent** or established to address **specific issues**.

For the purposes of 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 fall outside the area of quality evaluation and are therefore not included in this document.

Pool of Experts¹

It serves to as a registry of persons who may be appointed to evaluation committees and is administered by the NAB. It is divided into 37 fields of education specified by the Government Regulation on fields of education in higher education. It includes

- persons working
 - in higher education,
 - in other research institutions,
 - in state, regional, or other public administration,
 - in the sphere of other employers of higher education graduates,
 - in the business sphere cooperating with higher education institutions,
- experts from the professional sphere,
- students.

¹ For details, see Article 9 of the NAB Statute

Candidates are enrolled in the pool for a period of six years if they meet the conditions set by the Board.

The pool of experts is publicly available on the NAB website.

Evaluators are remunerated for their work in accordance with Article 14 of the NAB Statute.

The NAB Office (hereinafter referred to as the "Office") performs tasks related to the professional, administrative, and technical support of the NAB's activities. It is composed of NAB employees and is divided into the Department of Specialized Activities and the Department of Operations.

NAB Office staff provide professional coordination of the activities of the evaluation committees and methodological support. They ensure that the written reports from the work of the committees are aligned with legal regulations and the established evaluative practice of the NAB.

The NAB office also processes remuneration for the activities of the evaluation committees and handles travel expense claims.

GENERALLY BINDING REGULATIONS FOR THE ACTIVITIES OF THE NAB

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

In particular, Sections 78–86 of the Higher Education Act regulate accreditation and the activities of the NAB.

Act No. 500/2004 Coll., Administrative Procedure Code

All accreditation proceedings are conducted as administrative procedures, i.e., unless otherwise specified in the HEA, the process is governed by the Administrative Procedure Code.

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

This regulation sets standards for institutional accreditation, accreditation of study programs, and accreditation of fields of habilitation and professorship appointment procedures.

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

This regulation defines the individual fields of education listed in Annex No. 3 to the Higher Education Act, containing

- a) basic thematic areas that are characteristic and decisive for a given field of education,
- b) a list of typical study programs falling within the given field of education,
- c) a general profile of graduates in the given field of education, specifying the main educational objectives, including professional knowledge, skills, and other competencies, and characteristic professions, in particular regulated professions that are relevant.

INTERNAL REGULATIONS OF THE NAB

[NAB Statute \(approved by government resolution\)](#)

[Rules of Procedure of Evaluation Committees](#)

[Rules of Procedure of the NAB Board](#)

[Rules of Procedure of the NAB Appeals Committee](#)

[NAB Code of Ethics](#)

[Principles for audit of compliance with legal regulations in the performance of accredited activities at higher education institutions by the National Accreditation Bureau for Higher Education](#)

NAB METHODOLOGIES

[Methodological materials for the preparation and evaluation of applications for accreditation of study programs](#)

The materials provide information on the requirements that must be included in an application for accreditation in accordance with the requirements of the Higher Education Act, provide HEIs with a recommended structure for the application, templates for recommended attachments, methodological guidance on the information required in the attachments, and an outline for the self-evaluation report. For evaluators, they contain instructions for evaluating individual types and profiles of study programs (in the expert opinion template) and a methodology for assessing applications, which elaborates and clarifies the interpretation of standards for individual types and profiles of study programs.

[Recommended procedures for the preparation of study programs](#)

The methodological material focuses on possible procedures for transitioning to a system of bachelor's and master's study programs without fields of study. It defines the basic terms used and focuses on the classification of study programs into fields of education, study plan design, specializations, combined studies, and study programs focused on education and preparation for the teaching profession. Schematic representations and schematic examples of study programs are available.

[Methodological materials for the preparation and evaluation of applications for institutional accreditation](#)

The materials provide information on the requirements that an application must or may contain and on the evaluation process. They also contain methodological material for preparing a self-evaluation report and evaluating compliance with accreditation standards. Templates of expert opinions for the evaluation of the fields of education and the institutional environment are available to evaluators.

[Methodological materials for the accreditation of habilitation procedures and procedures for appointment as professor](#)

The materials contain methodology for preparing and evaluating applications. They include information on the requirements for applications under the Higher Education Act, the recommended structure of applications, sample attachments, and methodological guidance on the data required in the attachments. Evaluators have access to methodological guidance for assessing applications and evaluation templates (expert opinions).

Methodological material for submitting specific applications for study program accreditation

The material contains instructions for the following applications:

- 1) Granting and extending the validity of study program accreditation for current students to complete their studies,
- 2) Expansion of accreditation to include another form of study,
- 3) Expansion of accreditation to include the right to conduct state rigorous examinations and award academic degrees,
- 4) Accreditation of joint implementation of a study program with a foreign higher education institution pursuant to Section 47a of the Higher Education Act,
- 5) Accreditation of joint implementation of a study program with another legal entity pursuant to Section 81 of the Higher Education Act,
- 6) Accreditation of the expansion of an existing accredited study program to include new study plans,
- 7) Accreditation of the expansion of an existing accredited study program with new study plans in the event of an intention to implement the study program at another location,
- 8) Accreditation of the expansion of an existing study program to be implemented in cooperation with another faculty of the same higher education institution or with a higher education institution institute,
- 9) Accreditation of a study program in a foreign language that has the same content as a study program in the Czech language,
- 10) Accreditation of the joint implementation of a study program of a military/police higher education institution with another legal entity.

Methodological guideline on the obligation of universities to report changes in the implementation of accredited activities

The material defines significant changes in the implementation of study programs and fields of habilitation and professorship appointment procedures, which the higher education institution is required to report to the NAB in accordance with the Higher Education Act, and specifies the corresponding procedure. It also specifies the procedure for expansion of study program accreditation and termination of part of a study program.

Procedures for assessing the functionality of the internal quality assurance and evaluation system

The material summarizes the regulation of quality assurance and evaluation in the Higher Education Act and specifies the aspects that should be focused on when verifying the quality assurance or evaluation of educational, creative, and related activities and the internal evaluation of the quality of these activities during the accreditation of study programs, habilitation procedures, and procedures for appointment as a professor, as well as during institutional accreditation.

Methodological materials for the preparation and evaluation of applications for state approval

The methodology contains information on authorization to operate as a private higher education institution under the Higher Education Act and sets out the procedure for granting state approval and related applications for accreditation of study programs, including the requirements under the Higher Education Act. The methodological guideline for processing and assessing applications provides detailed instructions for preparing and submitting applications, including the proposed structure of application documents and forms.

Methodological material for assessing applications from non-European higher education institutions for approval to carry out educational activities in the Czech Republic

The material lists the principles for assessing compliance with the conditions for granting a domestic approval and contains forms to be submitted by the applicant for the assessment of the application, as well as methodological guidelines for their completion.

Methodological material on the information obligation of higher education institutions with institutional accreditation

In connection with the obligation of higher education institutions established by the Higher Education Act to inform the NAB in advance of changes made within the scope of the authorization resulting from institutional accreditation, as well as changes in the study programs offered, and to provide the NAB with the information necessary for its activities, the material defines the essential changes in the exercise of this authorization and the information necessary for the activities of the NAB. A form (layout of structure) for sending information about changes is attached.

Methodological material for the preparation and evaluation of applications for the issuance of an opinion on the type of higher education institution

A higher education institution may request the NAB to issue an opinion on the type of higher education institution, i.e., an opinion that it is a higher education institution, may be divided into faculties, and may offer doctoral study programs. The higher education institution may also submit a proposal for a doctoral study program. The material provides information on the requirements for an application for an opinion, describes the evaluation of the application, and the composition of the committee.

NAB methodological guideline for external evaluation of higher education institutions

The material provides information on the legal framework and procedure for initiating an evaluation, discusses in detail the activities of the established evaluation committee, the content, form, and structure of the external evaluation report drafted by the committee, and mentions the procedure for issuing the report.

Part 2: Assessment and evaluation procedure

EVALUATION COMMITTEES²

- These are established for individual administrative proceedings (i.e., accreditation proceedings), for the preparation of individual reports on the external evaluation of universities, and for the preparation of NAB opinions, from persons registered in the Pool of Experts, usually in the relevant field of education.
- For administrative proceedings, they are appointed ad hoc separately, unless the proceedings are merged for reasons specified below for specific evaluation committees.
- An employee or student of a higher education institution to which the committee's activities relate, or a person who performs a paid function there, is a paid member of its body, or participates in its business, cannot be appointed as a member of the evaluation committee.
- Each committee must include a student member, with the exception of evaluation committees for the assessment of habilitation and appointment procedures.
- Members of evaluation committees are course to the provisions of the administrative rules on confidentiality and the ethical standards of the NAB Code of Conduct.

General procedure in accreditation proceedings³

ESTABLISHMENT OF THE COMMITTEE

- Persons entered in the Pool of Experts are nominated as members of the evaluation committee on the basis of their professional focus and qualifications.
- The Office shall request the consent of the proposed persons.
- The composition of the committee is sent to the relevant higher education institution, which has seven days to exercise its right of veto. If any member(s) are vetoed, the NAB appoints a committee with a changed composition. This new composition is not sent to the higher education institution for comment.
- The NAB chair appoints the committee members by decree.
- The NAB shall conclude a contract with the members of the committee in accordance with the Civil Code.

ACTIVITIES OF THE COMMITTEE AND ITS OUTPUTS

- The activities of the evaluation committee are governed by Article 13 of the NAB Statute and the Rules of Procedure of the Evaluation Committees.
- The committee is managed by its chair, who is responsible to the chair of NAB for its activities. The committee's chair cooperates on an ongoing basis with the Office and the relevant member of the NAB Board, chairs the committee's meetings, and is responsible for preparing a written output from the work of the committee in the recommended form specified by the NAB.

² See NAB Statute, Articles 11-14

³ See NAB Statute, Article 6

- The members of the committee will receive documents from the Office that will be course to assessment. These include the accreditation documentation and a self-assessment report in which the higher education institution itself assesses how it meets the individual standards. Committee members are required to familiarize themselves with all documents, participate personally and actively in committee meetings, act independently during committee meetings, express their personal professional opinions, and comply with the rules of impartiality and information handling.
- By being appointed to the evaluation committee, its members commit to actively participate in the work of the committee, prepare expert opinions to the extent specified by the chair of the committee, and participate in any on-site visits.
- The Office shall convene **an introductory (online) meeting of the committee**, which shall include training of committee members by Office staff. At this meeting, the further procedure for assessment by the evaluation committee, including deadlines, shall also be determined. The committee's schedule of activities is designed so that the committee can reach a decision within the deadlines set by the NAB for issuing a final decision on the matter (for administrative proceedings on accreditation, the HEA sets a deadline of 120 days).
- After consulting with the Office, the chairperson will ask the committee members at the initial meeting **to prepare expert opinions**, which may deal with only certain aspects of the application under review. Unless there are serious reasons to the contrary, all committee members should be involved in the preparation of expert opinions. In summary, the expert opinions should cover the entire range of relevant standards for accreditation. The expert opinions form the basis for further discussions by the committee and, in particular, for the preparation of a written report from work of the committee by its chairperson. They are internal working documents of the committee, which are not part of the administrative file and are not provided to the higher education institution.
- The chair shall make the expert opinions on the study program available to all members of the committee and the Office.
- If necessary for the proper assessment of the matter, the committee may request **additional documentation** from the higher education institution through the Office.
- If the NAB so determines (especially if the course of the application is accreditation of a new study program), the evaluation committee shall, as part of the assessment of the application, **visit the higher education institution** applying for accreditation. The on-site visit is preceded by **a preparatory (online) meeting of the committee**. The chair of the committee may assign tasks related to the on-site visit to its members, such as chairing individual parts of the meetings.
- After the on-site visit, if it was part of the assessment, the chairperson shall prepare **a draft written report from the work of the committee**. For this purpose, he or she may request cooperation of the committee members. This draft shall be provided to the committee members for comments and also to the relevant Office staff member for preliminary approval or amendments.
- The written report on the committee's activities shall contain an assessment of compliance with the relevant requirements of the law, accreditation standards, and NAB methodological materials. It shall not include a proposal for an accreditation decision, but the committee may state whether, in its view, there are any obstacles to accreditation.
- After completing the written output in cooperation with the Office, the chairperson shall convene a face-to-face, remote, or hybrid **meeting of the committee** to approve the written output from the work of the committee. Members of the evaluation committee

shall participate in the meeting of the evaluation committee. NAB employees, members of the Board, and other persons invited by the chairperson of the committee may also participate in the meeting without the right to vote. The committee may also approve the written output from the work of the committee by per rollam voting via electronic communication outside of the meeting, if so determined by the chair of the committee.

- The Office employee who coordinates the committee's activities shall confirm to the committee chairperson that the written report from the work of the committee meets the requirements. If the written report on the committee's activities is not accepted by the relevant Office employee, the committee shall amend the written report. The Office employee shall refuse acceptance if the written report from the work of the committee contains statements by the committee that are inconsistent with the facts, the law or government regulation on standards for accreditation in higher education, if it does not contain a sufficient expert assessment of the matter for which the committee was established, or if it does not formally correspond to the recommended form of written output specified by the NAB.

PROCEDURE AFTER THE COMMITTEE HAS COMPLETED ITS WORK

- The final written output, dated and signed by the chair of the evaluation committee, is sent to the relevant rapporteur of the NAB Board via the Office.
- The rapporteur prepares **a rapporteur's report**, which includes a proposed Board resolution on accreditation. The rapporteur bases this proposal on the evaluation of the fulfillment of the relevant requirements carried out by the evaluation committee.
- The written output from the work of the committee and the rapporteur's report are part of the administrative file. They are sent to the higher education institution as appendixes to **the letter informing that all necessary documents have been compiled for the Board's decision** in the proceedings. The higher education institution may comment on them.
- If the higher education institution comments on the facts stated in the written output, the NAB may ask the committee to amend the written output.
- The written output of the committee's activities, the rapporteur's report, and any comments from the higher education institution are the supporting materials for the Board meeting.
- Once the Board's decision or the NAB chair's resolution has become final, the members of the evaluation committee are informed of the outcome of the proceedings.
- The final written output of the committee's activities is published by the NAB on its website.

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

Evaluation committee for the assessment of study programs

The committee assesses applications for the granting, extension, or expansion of accreditation in terms of compliance with the standards set by government regulations, i.e., the content and overall provision of the study program. Another purpose of such committees is the assessment

of proceedings for the adoption or cancellation of corrective measures (restriction or withdrawal of accreditation of study programs). Accreditation is granted for 10 years but may be granted for a shorter period (usually 5 years).

The usual structure of the committee is: chair + 4 members (can be reduced to 2 members).

- It is possible to establish a single evaluation committee in multiple administrative proceedings concerning multiple study programs if they are at the same higher education institution.
- The composition of the evaluation committee broadly corresponds to the classification of the study program in question into fields of education and, in particular, its thematic focus.
- In the case of professionally oriented study programs, a representative from the professional sphere is usually also a member of the committee.

Evaluation committee for the assessment of fields of habilitation proceedings/proceedings for appointment as professor

The committee assesses applications for accreditation in terms of compliance with the standards set out in the government regulation, i.e., the definition and overall resources in the field. Another purpose of such committees is the assessment in proceedings for the adoption or cancellation of corrective measures (suspension or withdrawal of accreditation of habilitation procedures and procedures for appointment as professor). Accreditation is granted for 10 years but may be granted for a shorter period (usually 5 years).

The usual structure of the committee is: chair + 2 members

- It is possible to establish a single evaluation committee in multiple administrative proceedings concerning multiple related fields of habilitation proceedings or proceedings for appointment as a professor, if they concern the same higher education institution.
- The composition of the evaluation committee broadly corresponds to the thematic focus of the given field of procedure.
- As a rule, students are not members of the evaluation committee.

Evaluation committee for institutional accreditation

Institutional accreditation is granted by the NAB to a higher education institution for one or more fields of education and, within those fields, for the relevant type or types of study programs. 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 education. The higher education institution must be able to ensure such internal quality assurance of study programs that guarantees the fulfillment of standards in all study programs.

Institutional accreditation is normally granted for 10 years; it is granted for a period of 5 years if the higher education institution is granted accreditation for the field or fields of education for which the higher education institution's immediately preceding application for extension of institutional accreditation was rejected.

The usual structure of the evaluation committee: chair + vice-chair + 3-21 members (including students)

Evaluation committee for external evaluation of higher education institutions⁴

External evaluation is initiated by the NAB on the basis of a resolution of the Board. If relevant, the NAB provides the committee with an input from the Ministry of Education, Youth and Sports for conducting an external evaluation and the supporting documents requested from the higher education institution for the purposes of the external evaluation.

The usual structure of the committee: chair + vice-chair + 3-21 members

Procedure:

- The evaluation committee requests the documents necessary for the external evaluation from the higher education institution through the Office.
- The external evaluation usually includes an on-site visit.
- The evaluation committee prepares a report on the external evaluation.
- The report on the external evaluation of the higher education institution prepared by the committee is sent to the higher education institution for comment.
- The final evaluation report on the external evaluation of the higher education institution is published.

Evaluation committee for the preparation of an opinion on the granting of state approval to operate as a private higher education institution

The committee assesses proposals for future study programs, the higher education institution's personnel, material, and financial resources, the conditions for related creative activities, and the conditions for the creation of a proper higher education institution environment.

The usual structure of the committee: chairperson + at least 2 members

Procedure:

- The Office shall forward the documentation to the chairperson and other members of the evaluation committee and to a member of the Board. Separate expert opinions shall be prepared for each proposed study program listed in the application.
- Based on the written output from the work of the committee, the relevant Board member prepares a report, which includes a proposed Board resolution on the application for state approval.
- The Ministry of Education, Youth and Sports decides on the application; the NAB only provides its opinion. The Ministry of Education, Youth and Sports will not grant approval if the NAB's opinion is negative.

⁴ See NAB Statute, Article 7

Evaluation committee for the preparation of opinions on the type of higher education institution

The committee assesses the higher education institution's prerequisites for transitioning from a non-university type to a university type, i.e., whether it is capable of fulfilling the full role of a university⁵.

The usual structure of the committee is: chair + usually 4 members (can be reduced to 2 members)

- The committee has a similar composition to the evaluation committee for assessing applications for accreditation of doctoral study programs, with committee members appointed from the Pool of Experts according to the fields of education to which the majority of the institution's existing educational activities or the proposed doctoral study program belong.

Procedure:

- After reviewing the documentation, the evaluation committee agrees on a written output from its work.
- After the written output has been prepared, the relevant member of the Board prepares a report. This includes a proposed resolution of the Board on the type of higher education institution.
- The NAB shall issue its opinion within 90 days of receiving the higher education institution's application. The higher education institution may submit objections within 30 days, which the Office shall forward to the committee if a new assessment of the matter by the committee is necessary.

Evaluation committee for the preparation of opinions on the granting of domestic approval to foreign higher education institutions or their branches

The personnel, financial, and material resources of the foreign higher education study program and the fulfillment of the conditions for the proper provision of teaching and related creative activities are evaluated in order for an approval to provide foreign higher education in the Czech Republic to be granted.

The usual structure of the committee: chair + at least 2 members

Procedure:

- The Office forwards the application received from the Ministry of Education, Youth and Sports for the opinion of the NAB committee.
- The evaluation committee will assess the application, applying the requirements of the law, accreditation standards, and NAB methodological materials appropriately, given that this is a foreign study program.
- After preparing a written output from the work of the committee, the relevant member of the Board prepares a report. This includes a proposed Board resolution on the application for a domestic approval.

⁵ Only universities may carry out a Doctoral study program. Non-university higher education institutions can carry out exclusively Bachelor and Master study programs.

- The NAB shall issue its opinion within 90 days of receiving the application from the Ministry of Education, Youth and Sports.

Part 3: Standards and criteria for assessment and evaluation

I. Application of the most important standards for the accreditation of study programs

This part highlights the key standards for the accreditation of study programs in terms of 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 Accreditation Bureau, which are essential for assessing whether a study program can be granted accreditation, and failure to meet them is one of the frequent reasons for not granting accreditation.

It should be noted that the requirements cannot usually be clearly quantified. For example, it is not possible to state that a bachelor's study program must have a certain number of basic theoretical courses, a different number of courses of a profiling basis, etc. The content of study courses may vary between individual programs in different fields of education, but also between individual study programs within the same field of education. Similarly, it is not possible to clearly define fixed requirements for the publishing activities of teachers across fields of education, because the possibilities for publishing in renowned peer-reviewed journals included in global databases vary not only between the social sciences and natural sciences, but also within individual fields of education.

When assessing applications for accreditation of study programs, it is necessary to focus in particular on the following questions:

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

The Board decides on the accreditation of study programs. The evaluation committee as such does not propose to the Board how it should decide on accreditation but conducts a detailed assessment of the degree to which the standards for accreditation and other requirements are met, on which the Board then bases its decision.

Serious shortcomings in meeting the standards listed below are usually grounds for not granting accreditation. In the case of minor shortcomings in personnel, information, financial and material resources, the composition and content of the study program, or the creative activities of the higher education institution, the Board may grant accreditation for a period shorter than the maximum period of 10 years stipulated by law. If the evaluation committee finds deficiencies of the nature described, it is therefore essential that it specify them in detail and in concrete terms.

The higher education institution applying for accreditation will receive a written report from the work of the evaluation committee together with the report of the relevant rapporteur before

the Board makes its decision on accreditation. At the same time, the NAB will invite the higher education institution to comment on these documents, giving it the opportunity to amend its application and remedy the shortcomings within the ongoing proceedings. If it does so, the NAB may, depending on the nature of the modifications made, ask the evaluation committee to amend the written report in accordance with the modified application, or decide on the matter itself.

Composition and content of the study program and study courses⁶

- The graduate profile, declared study objectives, composition of the study plan, content of individual study courses, study program profile, and content of the final state examination must be mutually consistent. Learning outcomes must be realistic and correspond to the study load. Study objectives must be meaningful and adequate from the perspective of the current state of knowledge.
- The competencies declared in the graduate profile should be acquired primarily by completing basic theoretical courses of the profiling foundation (so-called ZT courses) and courses of the profiling foundation (so-called PZ courses). Knowledge and skills from these courses should be verified in state final examinations. A certain exception is made for ZT courses, which form the theoretical or methodological basis for other courses that build on them and which are not explicitly mentioned in the graduate profile (typically mathematics courses in non-mathematical programs); 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 materials must be up-to-date and correspond to the current state of knowledge.
- The completion of courses must correspond to the nature of the individual courses and must be documented in terms of how the acquired knowledge, skills, and competencies are verified.
- For professionally oriented study programs, practical training must be part of the study program. For bachelor's study programs, the minimum length of practical training is 12 weeks, for master's programs 6 weeks, and for long unstructured master's programs 18 weeks, with one week meaning 40 hours in accordance with the Labor Code. The application must include contracts concluded between the higher education institution and the workplaces where the practical training will take place. The practical training should be supervised and should include reflection on the skills acquired during the training. The profile of the workplaces and the content of the practical training must correspond to the focus of the study program. It is not acceptable for students' casual activities in their concurrent employment or their work as self-employed persons to be recognized as equivalent practical training.

⁶ The data for assessing this section are contained in particular in Annexes B-I, B-IIa (B-IIb), B-III, B-IV to the application and in the self-assessment report.

- As part of their practical training, students should try to apply the knowledge and skills they have acquired. The study plan must be designed so that students acquire the key knowledge for performing their practical training before they start it.

The most common shortcomings

- × overly broad study objectives and graduate profile, which include even the most marginal competencies, leading either to inconsistencies with the structure of the study plan and state final examinations, or, conversely, to an excessive representation of PZ and ZT courses and the scope of state final examinations covering almost the entire content of study in an effort to fulfill the graduate profile;
- × the composition of PZ and ZT courses does not correspond to the graduate profile, but are determined by other factors (e.g., the personnel capabilities of the workplace);
- × inappropriate arrangement of study courses, where applied courses in the study plan are not preceded by theoretical courses that form the basis for them, or where practical training precedes courses in which students acquire skills that they are supposed to further develop in that training;
- × The compulsory part of the state final examination also includes competencies from compulsory elective PZ courses. If PZ courses are offered as compulsory electives, the competencies acquired in them must be verified as part of an compulsory elective part of the state final examination.

Guarantor of the study program⁷

- The guarantor of the study program must be employed full-time (40 hours/week) at the higher education institution applying for accreditation, and if the study program is to be implemented at a faculty, the guarantor must also be employed for at least a half of the full-time position (20 hours/week) at that faculty.
- The total number of hours worked by the guarantor at higher education institutions must not exceed 1.5 full-time positions (60 hours/week), and the guarantor must also have the time capacity to develop the study program.
- The guarantor may guarantee at the same time:
 - a. a maximum of one bachelor's study program and one master's study program of the same, similar, or related content focus,
 - b. a maximum of one master's study program and one doctoral study program of the same, similar, or related content focus,
 - c. in the field of arts, a maximum of one bachelor's, one master's, and one doctoral study program of the same, similar, or related content focus.
- For a bachelor's degree program, the guarantor must have at least a doctoral degree or a scientific title (CSc., DrSc.).
- For a master's degree program, the guarantor of the study program must have at least a habilitation in the field corresponding to the field of education in which the program is classified.
- For doctoral study programs, the guarantor of the study program must be habilitated or appointed professor in a field corresponding to the given study program or a study program with a similar or related focus.

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

- If the habilitation field, the field of appointment as a professor, or the completed doctoral study program does not correspond to the field of education, or in the case of a doctoral study program, is not related to the focus of the study program, the guarantor must prove that they have engaged in scientific, research, and other creative activities over the past five years that meet the requirements for fulfilling the qualification criteria.
- The guarantor of bachelor's study programs must have corresponding publication activity at least loosely related to the focus of the study program, which should also include publications in recognized peer-reviewed journals included in global databases (WoS, Scopus). In the case of a professionally oriented bachelor's study program, this activity may be substituted by practical experience directly related to the focus of the study program.
- For master's and doctoral study programs, the guarantor must demonstrate publishing activity related to the study program and should be involved in scientific projects carried out at the higher education institution.

Most common shortcomings

- × the guarantor of the study program does not have the appropriate education/scientific-pedagogical rank;
- × the guarantor's total workload exceeds 1.5 full-time positions;
- × the guarantor's creative activity is not related to the study program/field of education in which the study program is classified.

Personnel resources and staffing⁸

- In accordance with Section 70 of the Higher Education Act, an academic employee is an employee who has an employment contract with a higher education institution and performs both teaching and creative activities at the higher education institution. Teachers who work at a higher education institution on the basis of an agreement on work performed outside of an employment relationship (DPČ, DPP) or in as self-employed contract staff (OSVČ) are not academic employees.
- The total number of positions held by academic staff (hereinafter referred to as AP) at higher education institutions may not exceed 1.5 full-time positions, and they must have sufficient time for teaching and creative activities (with the exception of work in contractual facilities for medical study programs and of short-term work – for a maximum of 1 year at 0.2 full-time equivalent). The total of full-time equivalent positions for habilitated APs can be verified upon request in the Register of Associate Professors and Professors (REDOP).
- The overall structure of staffing must correspond to the type of study program, forms of study, number of students, methods of study, etc. In the case of senior teachers and especially guarantors, continuity should be ensured at the workplace in case of the guarantor's absence, e.g. for health reasons. The age structure of academic staff should offer prospects for securing and developing the study program at least in the medium term, in particular through the representation of younger and middle-aged generations of sufficiently qualified and professionally active APs.

⁸ The data for assessing this part are contained mainly in Annexes B-IIa, (B-IIb), C-I of the application and in the self-assessment report.

- The length of the employment contract with the AP is assessed. The higher education institution should declare that it will ensure staffing for at least the standard duration of study, ideally for the entire possible 10-year accreditation period. If the employment contracts of some employees expire during the standard period of study, a statement from the higher education institution management declaring the extension of these contracts should be attached to the application. If the application includes a high proportion of APs with fixed-term contracts, this is a reason for granting accreditation for a period shorter than 10 years.
- The overall workload of teachers in direct teaching must be reasonable and allow teachers to fulfill other duties (development of their own creative activities, supervision of final theses and consultations, etc.). If necessary, it is possible to request from the higher education institution, through the NAB Office, an overview of all courses that a given teacher teaches across study programs. The number of positions negotiated must correspond to the workload of the teachers.
- The guarantors of ZT and PZ courses must be appropriately involved in the teaching of these courses (e.g., ZT guarantors must be significantly involved in lecturing; it is not permissible for them to only give the introductory lecture and for the rest of the course to be taught by another teacher).
- Qualification requirements for course guarantors in bachelor's and master's degree programs:

	ZT courses		PZ courses		Other	
Type of program	Minimum workload	Minimum qualification	Minimum work schedule	Minimum qualification	Minimum workload	Minimum qualification
Bachelor's degree	Full-time employment	Ph.D./CSc.	Employment	Master's degree	DPP/DP Č	Master's degree
Master's	Full-time employment	doc.	Employment	Ph.D./CSc.	DPP/DP Č	Master's degree

If the guarantors of ZT courses do not have 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 ten years.

- Specific requirements for individual types and profiles of study programs
 - d. Professionally oriented bachelor's study program
 - i. Guarantors of study courses must have at least minimal publication impact and demonstrate at least minimal publication records in renowned peer-reviewed journals related to the courses they teach over the last 5 years.
 - ii. PZ course guarantors should have relevant creative and publishing activities related to the courses they teach over the last 5 years.
 - iii. Practitioners must be involved in teaching, e.g., in the form of leading exercises and seminars, with practitioners demonstrating their qualifications through their practical experience over the last five years. Practitioners without publishing activity cannot be course guarantors.
 - e. Professionally oriented (follow-up) master's study program

- i. Course guarantors must have a corresponding number of publications and demonstrate publications in renowned peer-reviewed journals included in global databases over the last five years.
 - ii. Guarantors of PZ courses must have at least minimal publication records and demonstrate at least minimal publications in renowned peer-reviewed journals related to the courses taught over the last 5 years.
 - iii. Practitioners must be involved in teaching, e.g., in the form of leading exercises and seminars, with practitioners demonstrating their qualifications through their practical experience over the last five years. Practitioners without publishing activity cannot be guarantors of courses.
- f. Academically oriented bachelor's and (follow-up) master's study programs
 - i. Guarantors of ZT and PZ courses must have corresponding publication records and demonstrate publications in renowned peer-reviewed journals included in global databases related to the courses taught over the last five years, as well as demonstrate corresponding scientific and research activity.
- g. Doctoral study program
 - i. In doctoral study programs, there are no guarantors of courses; instead, the composition of the field board, the teachers of the courses, and the provision of the study program by the supervisors are assessed.
 - ii. Course teachers, members of the field board, and supervisors must demonstrate corresponding outputs of their scientific, research, and other creative activities, depending on the nature of the individual fields, in particular publications in impacted journals, peer-reviewed professional journals, monographs, and practical experience; in artistic study programs, corresponding works of art.
 - iii. The field board must have an appropriate representation of internal and external members.
 - iv. Supervisors who are not associate professors or professors must be approved by the relevant scientific or artistic board. External supervisors are expected to have long-term experience outside higher education institutions (typically research institutes), while internal supervisors without habilitation should only be represented in exceptional and justified cases. The scientific, research, and other creative activities of supervisors without habilitation should meet the requirements for successful habilitation proceedings.

Most common shortcomings

- × teachers and guarantors of courses do not have adequate publishing activity related to the courses they teach;
- × ZT or PZ courses are supervised by teachers who are not academic staff of the higher education institution (they do not have an employment contract with the higher education institution, but only a DPP/DPC contract);
- × failure to meet the qualification requirements for course guarantors and other teachers;
- × lack of prospects for the development of the study program (too narrow a core of academic staff dedicated to the course matter of the proposed program, or failure to

- ensure that older academic staff can be gradually replaced by younger teachers with the 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, scientific, research, or artistic activities (hereinafter referred to as "creative activities"). If the study program is to be implemented at a faculty, this requirement applies to that faculty of the higher education institution.
- Only external projects in which the higher education institution is the recipient or co-recipient are counted as creative activities of the higher education institution. Projects carried out by higher education institution staff at other universities are not counted as scientific activities of the higher education institution.
- Creative activity must correspond to the field of education in which the study program is classified and should be related to the focus of the study program. In bachelor's study programs, this connection may be looser, but in master's and doctoral study programs, creative activity must be closely related to the focus of the study program, as students are expected to be involved in this activity.
- The implementation of creative activities must not be based exclusively on internal projects; they must be external projects, the acquisition of which demonstrates that the higher education institution is able to compete with other institutions.
- Key teachers involved in teaching the study program should be involved in the external projects.
- For professionally oriented study programs, cooperation with industry is required, in particular the implementation of contractual and applied research projects funded by local industry partners.
- For academically oriented study programs, the school must be a participant in external scientific and research projects (or, in the case of arts programs, artistic projects), which should be projects of renowned grant agencies (such as GAČR, TAČR, and renowned foreign grant agencies).
- For (follow-up) master's academically focused study programs and doctoral study programs, scientific and research activities should have a corresponding international dimension (involvement in international projects, international research teams, etc.).
- In the case of a bachelor's degree program with a professional profile, creative activity is required. In the last three years, contractual research projects, artistic activities, or other forms of cooperation with practice related to the focus of the study program have been or are being carried out, demonstrating the professional background of the higher education institution and the applicability of the results of creative activity in practice.
- In the case of a bachelor's degree program with an academic focus, scientific or artistic activity is required. In the last five years, external scientific or artistic grants and projects (including outputs registered by the school in the RUV pursuant to Section 77 of the Higher Education Act) related to the focus of the study program have been or are being carried out.
- In the case of a professionally-oriented master's degree program, scientific or artistic activity in the form of external scientific or artistic grants and projects (including outputs registered by the school in the RUV pursuant to Section 77 of the Higher Education Act) is required, which may be substituted by applied or contractual research projects that correspond to scientific activity in nature. These grants and projects, which are

⁹ The data for assessing this part are contained mainly in Annex C-II of the application and in the self-assessment report.

professionally related to the focus of the study program and in which students can participate, are or have been carried out in the last 3 years.

- In the case of an academically focused master's study program, scientific or artistic activity in the form of external scientific or artistic grants and projects (including outputs registered by the school in the RUV pursuant to Section 77 of the Higher Education Act) with a corresponding international dimension is required. These grants and projects, which are professionally related to the focus of the study program and in which students can participate, are or have been addressed for most of the past five years.
- In the case of a doctoral study program, scientific or artistic activity in the form of external scientific or artistic grants and projects (including outputs registered by the school in the RUV pursuant to Section 77 of the Higher Education Act) with a corresponding international dimension is required. These scientific or artistic grants and projects related to the focus of the study program have been addressed on a long-term basis for most of the past 10 years.

The most common shortcomings:

- × the higher education institution only reports on internal projects or is not the recipient or co-recipient of the reported projects (it reports on projects of other institutions in which its academic staff are involved on an individual basis);
- × reported external projects are not related to the field of education in which the study program is classified, or have no connection with the focus of the study program (or, in the case of master's and doctoral study programs, have only a marginal connection);
- × in the case of an academically focused master's study program or a doctoral study program, the higher education institution reports only a single long-term project, or there are no projects with a corresponding international dimension;
- × the researchers involved in the reported projects are not involved in teaching in the study program;
- × in the case of professional study programs, there is a lack of contractual cooperation projects with industry; the higher education institution only reports the organization of conferences or cooperation based on the involvement of individual academic staff in the activities of industry entities.

Accreditation of study programs in combined and distance learning formats¹⁰

- Courses in bachelor's and master's programs in combined and distance learning, where the scope of direct teaching is lower than in full-time programs (i.e., they are at least partially conducted in distance learning), must have study aids prepared. Study aids must be designed to replace students' participation in direct teaching. In addition to the syllabus for the study course itself, which contains the study objectives, study prerequisites, requirements for successful completion of the course, etc., depending on the focus and type of study program, it must contain study materials (e.g., in the form of study texts, references to study literature, recorded lectures, etc.), test questions and examples to verify the knowledge acquired, case studies, etc.
- Study aids must be up to date and reflect the current state of knowledge. Greater emphasis is placed on up-to-date nature in these forms of study than in study literature for full-time study, where students can learn about current trends through direct teaching. Study aids should be continuously updated, especially for courses devoted to dynamically developing fields (such as computer science, marketing, etc.). It is not acceptable for self-study to be based on outdated materials.
- An assessment is made of whether the entire distance learning system is functional, whether students have access to appropriate materials and an environment that allows to replace direct teaching, appropriate consultation options, and the possibility of communication between students. The method of assessing students' knowledge is appropriately adapted to the combined or distance learning format.
- Courses in combined or distance learning programs that have the same format as full-time courses (i.e., they are not conducted in a distance learning format, such as laboratory classes) do not need to be supported by study aids.
- For bachelor's and master's study programs conducted in a combined form of study, the total number of hours of direct teaching in individual courses must be at least 80 hours per semester, with the exception of the last semester of study. Practical training is not considered direct teaching.
- For study programs that have not yet been accredited in a combined or distance learning format, it is not necessary to submit study aids for all courses. When applying for accreditation of study programs in these forms of study, the school shall submit a comprehensive set of study aids for the first year of study; however, even this part must clearly demonstrate the full functionality of the system for implementing study in the combined or distance learning part.

Most common shortcomings:

- × insufficient volume of direct teaching in the combined form of study (less than 80 hours of direct teaching);
- × study aids do not allow students to replace direct teaching, or are outdated;
- × study aids have not been developed to the minimum extent, i.e., at least for the first year of study.

¹⁰ The data for assessing this section are contained mainly in the form of references in Annex A-I of the application and in the self-assessment report.

Accreditation of study programs in a foreign language

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

The most common shortcomings:

- × the higher education institution's website does not provide access to internal regulations and other information for students in the relevant language of study;
- × study literature or study aids are in Czech, not in the language in which the study program is conducted.

II. Application of the most important standards for the accreditation of fields for habilitation and professorship

This section discusses in more detail the most important standards for the accreditation of fields for habilitation and professorship. These standards are based on 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 NAB. These are standards that are essential for assessing the quality of an application for accreditation of a habilitation procedure and/or procedure for appointment as a professor (hereinafter referred to as the "procedure field").

In this context, it should be noted that the above requirements, which must be met in order for accreditation to be granted, cannot generally be easily quantified. For example, it is not possible to clearly define the requirements for the quality of publications by persons applying for habilitation or appointment as a professor in such a way that they are the same for all fields of education. The possibilities for publication in impacted journals included in the WoS or Scopus databases vary considerably not only between individual fields of education, but often also within them.

When assessing applications for accreditation of a procedure field, it is necessary to focus in particular on the following:

1. whether the field of habilitation and appointment to professorship is clearly and logically defined,
2. whether the requirements for applicants for habilitation and appointment as professor are reasonable and allow for unambiguous verification of the quality of their educational and creative activities to date,
3. whether the higher education institution, through its scientific or artistic activities related to the procedure field and the implementation of the doctoral study program to which the procedure field is linked, creates the professional prerequisites for the implementation of the procedure field for which it is seeking accreditation,
4. whether the procedure field has sufficient personnel at all relevant levels.

The Board decides on the accreditation of procedure field. The evaluation committee as such does not propose to the Board how it should decide on accreditation but conducts a detailed assessment of the degree to which the standards for accreditation and other requirements are met, on which the Board then bases its decision.

If all the most important standards (see below) are clearly met, accreditation may be granted to the given field of study for a maximum period of 10 years. If some of the standards listed below are not met, the Board may shorten the accreditation period accordingly (usually to 5 years). Significant shortcomings in meeting the most important standards may then be considered grounds for not granting accreditation.

The higher education institution applying for accreditation will receive a written report from work of the evaluation committee together with the report of the relevant rapporteur before the Board makes its decision on accreditation. At the same time, the NAB will invite the higher education institution to comment on these documents, giving it the opportunity to amend its application and remedy any shortcomings in the ongoing proceedings. If it does so, the NAB

may, depending on the nature of the modifications made, ask the evaluation committee to amend the written report in accordance with the modified application, or decide on the matter itself.

Characteristics and definition of the procedure field¹¹

- The field of habilitation procedure and/or the field of procedure for appointment as a professor must be clearly and logically defined.
- The field of habilitation procedure and/or the field of procedure for appointment as a professor must be in line with the thematic focus of the higher education institution or its constituent part, and in particular with the focus of scientific or artistic activity carried out at the higher education institution or its relevant constituent part.
- The field of habilitation procedure and/or the field of procedure for appointment as a professor must be consistent with the doctoral study program(s) carried out by the higher education institution or its constituent part, which correspond to the procedure field in terms of their focus.

Most common shortcomings:

- × The field of habilitation procedure and/or the field of procedure for appointment as a professor is not clearly and consistently defined;
- × The field of habilitation procedure and/or the field of procedure for appointment as a professor does not form an internally coherent whole, as it consists of several separately defined parts that differ from each other in terms of content and, in some cases, in terms of the methodological approaches used.

Requirements for candidates¹²

- The rules for habilitation procedure and procedure for appointment as a professor must define the requirements for candidates for these procedures.
- The rules for habilitation procedure and procedure for appointment as a professor must also provide a guarantee of unambiguous and impartial verification of the requirements for candidates for habilitation procedure or procedure for appointment as a professor (hereinafter referred to as "requirements for candidates").
- The requirements for candidates relate to their educational and creative activities to date and their international dimension.
- The requirements for candidates must be clearly specified and must be appropriate to the type and field of the procedure or must correspond to the usual practice in the given field.

The most common shortcomings:

- × the requirements for candidates are not clearly specified or do not correspond to the usual practice in the field;

¹¹ The data for assessing this part are contained mainly in Annexes B-I, D-I, and E-I of the application for accreditation.

¹² The data for assessing this part are contained mainly in Annex C-I of the application for accreditation.

- × the requirements for candidates do not lead to verification of the quality of the applicant, or their educational and creative activities and their international dimension.

Related scientific and artistic activity¹³

- The higher education institution must demonstrate scientific, research, or artistic activity (hereinafter referred to as "creative activity") related to the given procedure field for a period of at least ten years.
- These creative activities are assessed at the higher education institution if the field of study is to be implemented by the higher education institution, or at the part of the higher education institution that is to implement the procedure field.
- Creative activity related to the field of management must have an international dimension, quality, intensity, and scope that corresponds to the nature of the given type of procedure field.
- Only those external scientific or artistic projects in which the higher education institution or its constituent part is the principal investigator/co-investigator are considered creative activities related to the procedure field. By acquiring such projects, the higher education institution demonstrates that it is able to compete with other similar institutions. Internal projects of the higher education institution are not considered creative activities related to the given procedure field.
- Researchers working on external scientific or artistic projects must participate in ensuring the given procedure field.
- Projects involving higher education institution staff/its departments that are carried out at other universities or at other departments of the same higher education institution that are not involved in the implementation of the given procedure field are not included in the creative activities of the higher education institution related to the procedure field.
- External scientific or artistic projects related to the field of management should be provided by reputable institutions (GAČR, TAČR, MKČR, etc.).

The most common shortcomings:

- × at the unit of the higher education institution that is to implement the given procedure field, external scientific or artistic projects are not carried out, or the reported external scientific or artistic projects are not related to the given procedure field (or are only marginally related to it);
- × the reported scientific or artistic projects do not have sufficient international reach;
- × the researchers involved in the reported scientific or artistic projects do not participate in the given procedure field.

Doctoral study program corresponding in its focus to the field of habilitation and appointment to the professorship¹⁴

- The higher education institution must offer a doctoral study program corresponding in its focus to the field of habilitation and professorship procedure for at least twice the standard length of study (i.e., 6 years for three-year doctoral study programs or 8 years for four-year doctoral study programs).
- One doctoral study program may be followed by several fields of habilitation procedure and procedure for appointment as a professor. At the same time, one field of habilitation procedure and procedure for appointment as a professor may result from several doctoral study programs that correspond to it in terms of their focus.

¹³ The data for assessing this part are contained mainly in Annex D-I of the application for accreditation.

¹⁴ The data for assessing this part are contained mainly in Annex E-I of the application for accreditation.

- If the field of habilitation and professorship appointment procedures follows on from a more broadly defined doctoral study program, at least some of the graduates of the doctoral study program in question must have dissertations that correspond in their focus to the given field of habilitation and professorship appointment procedures.
- The doctoral study program must have had students and graduates.

The most common shortcomings:

- × The focus of the doctoral study program does not correspond to the definition of the field of habilitation procedure and procedure for appointment as a professor.
- × The doctoral study program has a low or no number of successful graduates or has a high rate of academic failure (in relation to the number of enrolled students).

Academic staff securing the field of habilitation and professorship procedures¹⁵

- In accordance with Section 70 of the Higher Education Act, an academic staff member is considered to be an employee working at a higher education institution under an employment contract and performing both educational and creative activities. Employees who work at a higher education institution under an agreement on work performed outside of an employment relationship (DPP, DPČ) are not considered academic staff members.
- The total workload of an academic staff member at all higher education institutions may not exceed 1.5 full-time positions (in terms of weekly working hours according to the Labor Code). Exceptions are work in a contractual healthcare facility in the case of habilitation and professorship appointment procedures in the field of medicine and healthcare, and short-term employment contracts of 1 year with a workload not exceeding 0.2 of the full-time equivalent. In the case of habilitated academic staff, the workload can be verified in the Register of Associate Professors and Professors (REDOP; available on request from the NAB Office staff).
- Academic staff securing the procedure field must have a minimum workload of 0.6 of the full-time equivalent, i.e. 24 hours per week, at the higher education institution. If the procedure field is to be taught at a higher education institution department, academic staff teaching the field of management at that department must have the same workload (i.e., 0.6 of a full-time position, or 24 hours per week).
- Academic staff securing the procedure field may not secure the procedure field at another higher education institution.
- Academic staff securing the procedure field must demonstrate relevant scientific or artistic activity related to the procedure field. Depending on the nature of the individual fields, this scientific or artistic activity should include, in particular, publications in impact journals, publications in peer-reviewed professional journals, monographs, invited plenary lectures at international conferences, corresponding works of art and exhibitions, etc. At the same time, they must be involved in external scientific or artistic projects carried out at the unit that is to implement the given procedure field.
- The age structure of academic staff securing the procedure field must be appropriate with regard to ensuring the procedure field for the period for which accreditation can be expected to be granted. Academic staff securing the procedure field must therefore be

¹⁵ The data for assessing this part are contained mainly in Annexes F-I and F-V of the application for accreditation and also in Annex G-I of the application for accreditation.

expected to continue working at the higher education institution and to continue their educational and scientific or artistic activities for at least the expected period of accreditation.

- Specific requirements for individual types of procedures:
 - a. Field for habilitation procedure
The field for habilitation procedure must be secured by at least two academic staff members who are habilitated in the procedure field or a related field.
 - b. Field for appointment as professor
The field for appointment as professor must be secured by at least one academic staff member appointed as professor in the procedure field or a related field and one habilitated academic staff member appointed as associate professor in the procedure field or a related field.

The most common shortcomings:

- × academic staff securing the procedure field at higher education institutions have workloads exceeding a total of 1.5 full-time positions;
- × academic staff securing the procedure field have a workload at the higher education institution of less than 0.6 of a full-time position;
- × academic staff securing the procedure field have workloads at the higher education institution exceeding 0.6 and less than 1.5 of a full-time workload, but work entirely or partially (less than 24 hours per week) at other departments of the higher education institution than the one providing the given management field;
- × academic staff securing the procedure field do not engage in scientific or artistic activities related to the procedure field;
- × academic staff securing the procedure field do not participate in external scientific or artistic projects carried out at the higher education institution;
- × the age structure of the academic staff securing the procedure field does not offer the prospect of their continued long-term employment at the higher education institution (including the continuation of educational and scientific or artistic activities).

Assistant professors with the prospect of habilitation¹⁶

- A higher education institution department that offers habilitation and professorship procedures must have an adequate number of assistant professors.
- These assistant professors must work at the higher education institution as academic staff. At the same time, they must demonstrate appropriate educational and scientific or artistic activity that provides the prerequisite for habilitation in the given or related field of habilitation at least in the medium term.

The most common shortcomings:

- × assistant professors with the prospect of habilitation do not work at the higher education institution/higher education institution department as academic staff (i.e., on a permanent contract), but only on a DPP/DPC contract,

¹⁶ The data for assessing this part are contained mainly in Annexes F-II and F-V of the application for accreditation and also in Annex G-I of the application for accreditation.

- × the assistant professors listed do not demonstrate educational, scientific, or artistic activity that provides the prerequisite for habilitation in the given or related field of the habilitation procedure.

Members of the scientific or artistic board¹⁷

- The scientific or artistic board of a higher education institution must include two members who are leading experts in the field of the habilitation procedure and/or the procedure for appointment as a professor, or in the field of habilitation procedure and/or procedure for appointment as a professor, which corresponds in its focus to the same field of education in which the doctoral study program specified in Part E-I of the application for accreditation is carried out. The aforementioned members of the scientific or artistic board of the higher education institution may also be external members.
- If the field of habilitation procedure and/or procedure for appointment as a professor is to be carried out at a constituent part of the higher education institution, two members meeting the above characteristics must also serve on the scientific or artistic board of the constituent part of the higher education institution, at least one of whom should be appointed as an associate professor (in the case of habilitation procedure) or professor (in the case of procedure for appointment as professor) in a field related to the field of the procedure.
- The members of the scientific board must demonstrate relevant scientific or artistic activity related to the procedure field under consideration or a related procedure field. Depending on the nature of the individual fields, this scientific or artistic activity should include, in particular, publications in impact journals, publications in peer-reviewed professional journals, monographs, invited plenary lectures at international conferences, relevant works of art and exhibitions, etc.
- The members of the scientific board do not have to work at the higher education institution as academic staff and do not have to have an agreement on work performed outside of employment (DPP, DPČ).

The most common shortcomings:

- × The members of the scientific Board are not leading experts in the given procedure field or a related procedure field, or they do not demonstrate corresponding scientific or artistic activity.

¹⁷ The data for assessing this part are contained mainly in Annexes F-III, F-IV, and F-V of the application for accreditation, and also in Annex G-I of the application for accreditation.