Report on Internal Quality Assessment of Educational, Creative and Related Activities of the University of Pardubice

Prepared by the Internal Assessment Board of the University of Pardubice on January 15, 2018
Discussed by the Scientific Board of the University of Pardubice on
Approved by the Academic Senate of the University of Pardubice on
Discussed by the Board of Trustees of the University of Pardubice on

Pardubice, January 2018

CONTENT

INTRODUCTION

The Report on Internal Quality Assessment of Educational, Creative and Related Activities is prepared by the University of Pardubice in accordance with the provisions of Section 77b, Subsection 3 b), Clause b) of Act No. 111/1998 Sb., on Higher Education. Based on the internal regulation "Rules of Quality Assurance and Assessment System of Educational, Creative and Related Activities of the University of Pardubice", Article 3, Paragraph 10, the report aims to assess the functionality of the entire quality system implemented at the University of Pardubice. Therefore, the report focuses mainly on the internal structure of the system, information support, a description of the quality outputs achieved in the key areas of assessment, the assessments carried out, their main results, the follow-up measures taken and recommendations made for further development of the University and the quality assurance and internal assessment system.

The concept of quality is a relative matter. The quality of a university is otherwise perceived by the state administration, employers, students, academics or the public. In the eyes of the ministry, quality can mean that as many students as possible complete their studies at the scheduled time with knowledge corresponding to international standards and, of course, at the lowest cost. Employers will certainly focus on the knowledge, skills and attitudes associated with solving the technical and organizational problems of practice. For the students, the quality of education can be connected especially with the contribution to their individual development and preparation for their employment in society. An academic is likely to define quality as a comprehensive teaching based on knowledge, skills, information, a good learning environment and a close link between teaching and research. It can therefore be stated that anyone who is able to define his/her needs and goals well is able to decide what is good from his/her point of view, i.e. good and bad. Therefore, the entire quality assessment system at the University of Pardubice is based primarily on a detailed analysis of complex requirements, options and needs, which is part of the Strategic (Long-term) Plan of Educational and Scientific, Research, Development and Innovation, Artistic and Other Creative activities of the University of Pardubice for the Period 2016 to 2020 and its updates for individual years.

The first part of the Report briefly presents the basic quantitative data characterizing the scope of activities of the University of Pardubice. Such data have been selected that will allow for an easier understanding of the internal context as well as the scope of the activities undertaken and proposed when studying the other chapters of the Report. The second part is focused on the basic parts of the system of quality assurance and assessment at the University. These include, in particular, the description of the system, the initial situation, the justification of functionality, the legislative framework, organizational and personnel support, and related support tools. The third and subsequent sections of the Report deal with the quality of the University's core activities in the fields of education, creative activity and selected follow-up and support activities.
When preparing, discussing and approving the Internal Quality Assessment Report, the University proceeds in accordance with the law and also with its internal standards. The Internal Assessment Report is made available to the bodies and members of the bodies of the University and its components, the National Accreditation Office and the Ministry of Education, Youth and Sports.

1. BRIEF PROFILE AND CHARACTERISTICS OF THE UNIVERSITY OF PARDUBICE

Name	The University of Pardubice
Abbreviation used	UPa
Legal status	public higher education institution of the university type (within the meaning of Clauses 3 and 7 of Section 2 of the Higher Education Act – Act 111/1998 Sb.)
Address	Studentská 95, 53210 Pardubice
Mission	In accordance with its Strategic (Long-Term) Plan, the University of Pardubice fulfils the role of a prime centre of education, independent knowledge and creative activities, and plays a key role in the scientific, cultural, social and economic development of society by: • preserving and enhancing the achieved knowledge and while pursuing scientific, research, development and innovation, artistic and other creative activities, • enabling access to higher education, the acquisition of appropriate professional qualifications and training for research work and other demanding professional activities in accordance with democratic principles, • providing other forms of education and enabling the acquisition, extension, deepening or renewal of knowledge from different areas of knowledge and culture and thus contributes to lifelong learning, • playing an active role in the public debate on social and ethical issues, fostering cultural diversity and mutual understanding, shaping civil society and preparing young people for life in it, • contributing to the development at national and regional level and cooperating with various levels of state and local government, business and cultural sphere, • developing international and especially European cooperation as an essential dimension of its activities, supporting joint projects with similar institutions abroad, mutual recognition of studies and diplomas, exchange of academic staff and students.

Vision

As an internationally respected centre of education, the university aims to make a lasting contribution to the development of scientific knowledge, creative human potential and advanced technologies to improve the quality of life and prosperity of the society.

As the only institution of tertiary education of the university type in the Pardubice Region, the university aims to be a modern public university, open in terms of information and dynamically developing in contact with the outside world.

As an internally consolidated, stable and financially sound institution, united by its internal culture, shared values and traditions, and rich in the diversity of cultivated natural, technical, economic, humanities, social, health and arts sciences, the university intends to continue to support and develop a creative academic environment in which academics will push the boundaries of human knowledge and transmit their intellectual wealth to students, transforming them into highly qualified professionals for a successful career in a wide range of professions in open competition from the world labour market, and preparing them for responsible citizenship, progressive and productive life in a globalized society.

Shared values

- recognition of democratic and moral principles and academic freedoms,
- respect for individuals, society, the environment, material, cultural and ethical values,
- creative, critical and independent thinking and its free expression
- unity in education, science, research, development and innovation,
- promoting and recognizing the diversity of faculties and the unity of the University in its entirety,
- partnership and cooperation regardless of gender, race, culture and religion
- quality academic education and the support to talents towards excellence,
- integral, highly ethical development and self-improvement of individuals,
- seeking innovative and sustainable solutions for both domestic and global challenges,
- quality, prosperity and social responsibility.

Faculties

FTE – Faculty of Transport Engineering
FES – Faculty of Economics and Administration
FEEI – Faculty of Electrical Engineering and Informatics
FAP – Faculty of Arts and Philosophy
FChT – Faculty of Chemical Technology
FR – Faculty of Restoration
FHS – Faculty of Health Studies

University in numbers in the academic year 2016 – 2107

Departments / institutes / studios	49
University staff, total	1 142
- academic and scientific staff	666
- professors	11 percent
- associate professors	17 percent
Accredited study programmes	68
- undergraduate	29
- follow-up postgraduate	22
- doctoral	17
Study programmes accredited in English	22
Joint degree programmes	1

Form of study	
- full-time	80 %
- part-time	20 %
Students, total	7 858
- undergraduate study	70 %
- postgraduate study	24 %
- doctoral study	6 %
Graduates, total	35 415
- in 2016	2 033
- undergraduate study	1 305
- postgraduate study	674
- doctoral study	54
Lifelong learning courses	32
- number of participants	968
Foreign students	443 from 65 countries
Total budget	CZK 922 million
- investment	CZK 58 million
- non-investment	CZK 864 million
- funds for science, research and development	CZK 361 million
- institutional research	48 %
- from grant competitions	52 %
- scholarships paid	CZK 85 million
International bilateral treaties	430
- institutions	290
- countries	49
Number of projects	202
Joint scientific workplaces established with external entities	5
Contract research of ancillary activities for external companies	401
Numbers of publications in impacted journals	268
Position according to the methodology of evaluation of results of research organizations	11th place
- within public universities of the Czech Republic	
Book collections of the University Library	209 689
- number of users	8 612
- number of loans	111 351
- number of periodical titles	429
- number of accessible professional databases	30

ICT infrastructure

- number of PC stations including virtual desktops	4 100
- managed PC accounts	13 000
- Internet connection speed	10 GB/s
- number of access points for WIFI connection	425

Educational infrastructure

- number of lecture halls	15
- number of common classrooms	116
- number of PC and language classrooms	62
- number of specialized laboratories and studios	238

Halls of Residence and Dining Halls

- accommodation	1 329 beds
- catering (issued meals per year)	341 682

Organizational structure

The University can be characterized as a standard public higher education institution according to the Higher Education Act with corresponding self-governing and managing bodies and with a balanced division of powers and duties between centralized departments and faculties. In particular, administrative activities such as economics, building management, informatics and scholarships are centralized. Support activities in the areas of foreign relations, project preparation, cooperation, promotion and public procurement are also carried out centrally. Science, research, creative and educational activities are managed on a central level only methodically and the corresponding information systems are managed. The faculties ensure in particular the conditions for the creation and implementation of accredited study programs and other educational activities and the implementation of creative, scientific and research activities, including the determination of their strategic focus. An integral part of the faculties' activities is also cooperation with companies (e.g. ancillary activities), public administration and other institutions, including foreign institutions. The University-wide Centre for Technology and Knowledge Transfer helps create the right environment for them to do so. The current organizational structure of the University of Pardubice is shown in Figure 1.

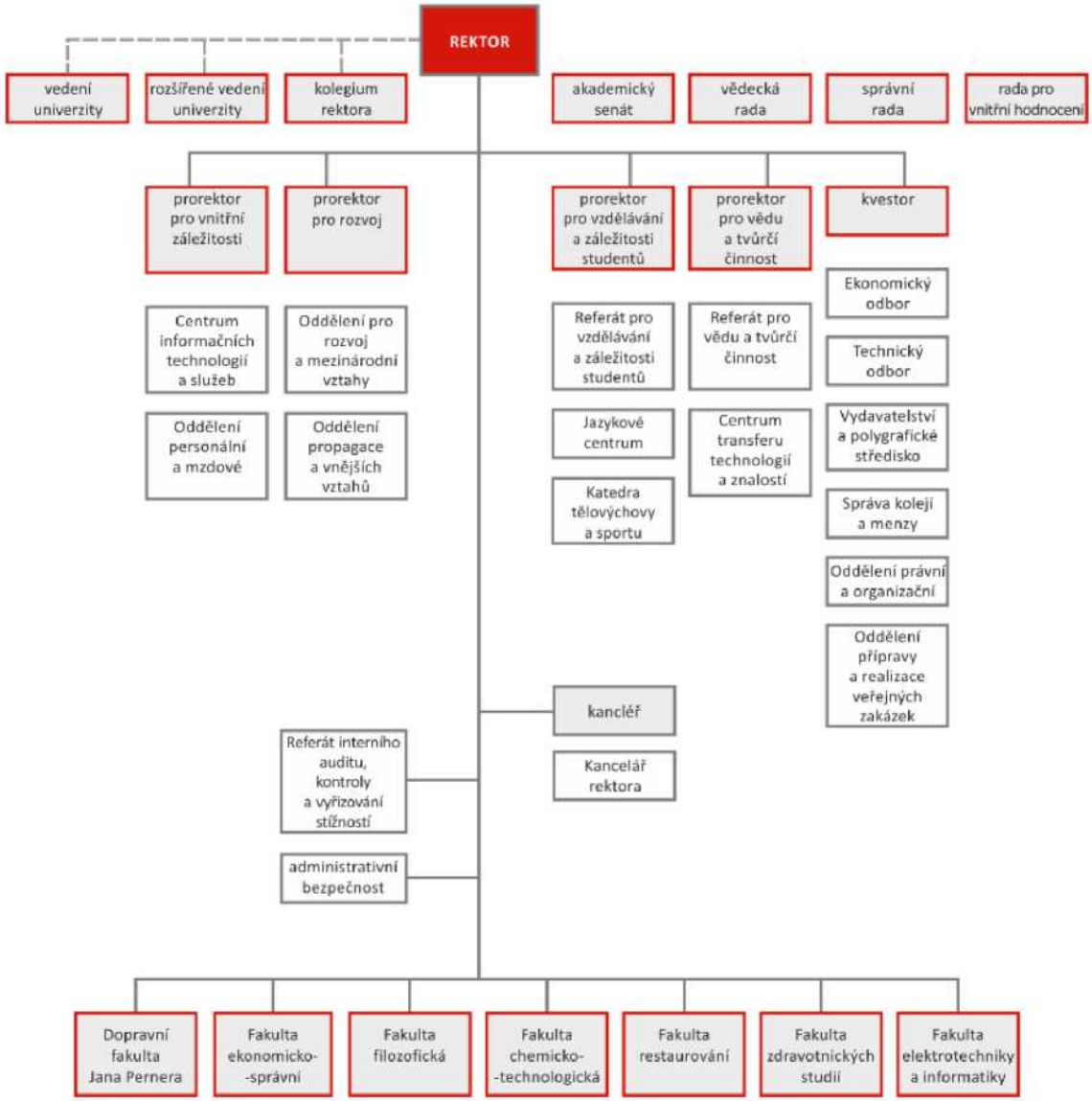


Figure 1-1 Organizational structure of the University of Pardubice as at 31 December 2017

The organizational structure of the University of Pardubice has not changed significantly in recent years, with the exception of the establishment of the Internal Evaluation Board. Only such adjustments are made that necessitate the implementation of the University's strategic objectives. However, the organizational structure of the University of Pardubice has undergone extensive changes since its inception in 1994, both in connection with the establishment of individual faculties (from 3 to 7) and their academic workplaces, as well as building professional operating facilities of the Rectorate and central university units. For example:

- in 1997, the Centre for Research and Expert Activities for the Management of Ancillary Activities (now part of the CTKT), the University Environmental Centre (now part of the FChT) were established at the University;
- in 2001, the Faculty of Humanities was established from the Institute of Languages and Humanities,
- in 2001, the Institute of Electrical Engineering and Computer Science was established,
- in 2002, the Institute of Health Studies was established,
- in 2004, the University Conference Centre and the Internal Audit were established,
- in 2005, the Faculty of Restoration was established in Litomyšl, following the tradition of private higher professional and later university education in restoration, beginning in 1993
- in 2005, the Faculty of Humanities was renamed the Faculty of Arts and Philosophy,

- in 2007, the Institute of Health Studies became an independent Faculty of Health Studies,
- since 2008, the University of Pardubice has seven faculties, another faculty being the Faculty of Electrical Engineering and Informatics, transformed from the Institute of Electrical Engineering and Informatics,
- in 2009, a university institute of the Centre for Materials Science was established, at the university level until 2013, when the university institute was abolished and the Centre for Materials and Nanotechnologies (CEMNAT) was established at FChT,
- in 2012, the Centre for Technology and Knowledge Transfer was established (CTKT).

2. BASIC PARTS OF THE QUALITY ASSURANCE AND ASSESSMENT SYSTEM AT THE UNIVERSITY OF PARDUBICE

This part of the Report describes the system of quality assurance and assessment at the University of Pardubice (the "University") as it has evolved based on the previous experience and new requirements given by legislation resulting from the amendment to the Higher Education Act. During its creation, a number of outputs from projects in which the University was fully or partially involved were used, e.g. IPN KREDO and IPN KVALITA projects, centralized development projects aimed at improving quality, and projects of the University within OP RDE. It also describes the strategy and functionality of the system, the legislative framework, organizational and personnel support and related support, especially information systems.

2.1. System strategy

In accordance with Article 3, Paragraphs 8 to 10 of the "Rules of the Quality Assurance and Internal Assessment System of Educational, Creative and Related Activities at the University of Pardubice", strategic determination of the desired direction of quality changes is an integral part of the University's strategic (long-term) objectives, or those of its faculties, which, in accordance with the Higher Education Act, is adopted by the University of Pardubice and its faculties for a period of 5 years. In terms of responsibility for maintaining and improving quality, strategic objectives at all levels define in particular:

a) the basis for an institutional strategy on the quality of activities,
b) key areas and priority objectives,
c) basic methods in which the strategy is implemented, monitored and corrected,
d) how students are involved in quality assurance,
e) specific requirements of stakeholders (interest groups),
f) specific indicators of the achievement of objectives.

The current **strategic (long-term) plan** of educational and scientific, research, development and innovation and other creative activities of the University of Pardubice is elaborated for the period 2016-2020. This document is closely followed by updates/implementation plans for individual years and the **Institutional Program of the University of Pardubice** for 2016-2018. The Institutional Program specifies the distribution of funds intended to support selected strategic objectives, with the fulfilment of indicators being evaluated on an annual basis. Fulfilment of this strategy and specific objectives and indicators of activity and quality are implemented at all management and decision-making levels within the university. Quality assurance is monitored and evaluated in the University's activities and management reports and in the Rector's annual report on the activities of the University of Pardubice and newly also in the quality assessment report.

In the preparation and discussion of reports and their updates in the bodies of the University (extended management, Rector's College, Academic Senate, Scientific Board, Board of Trustees, Internal Evaluation Board) measures to improve quality at the University are proposed. Discussed and approved reports are further published on the University website, which allows for possible public scrutiny. External evaluation of quality is also carried out by the Ministry of Education, Youth and Sports within the framework of discussing the update/plan of implementation of the long-term/strategic plan of the University and evaluating the fulfilment of the Institutional Program with the University. Another participant in the evaluation process is the National Accreditation Office, which, within the wide

spectrum of accreditation of study programs, habilitation and appointment procedures and institutional accreditation, also assesses the quality assessment system within the self-assessment reports for individual types of accreditation.

2.2. Legislative framework of the system

The University's quality assurance system and all its parts are designed with a view to a European quality assurance framework European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Furthermore, the University fully applies the requirements set out in the Higher Education Act and other acts (e.g. the Research, Experimental Development and Innovation Support Act, the Public Procurement Act, the Conflict of Interest Act, the Freedom of Information Act and the Act on Budgetary Rules), which are reflected in the University's internal regulations, standards and procedures and are further developed in accordance with the University's own strategy.

Act No. 137/2016 Sb. (Amendment to the Higher Education Act) brought several significant changes to the area of quality assurance and assessment at higher education institutions. The amendment clearly defines two key responsibilities of the university: to ensure the quality of educational, creative and related activities and to conduct its regular internal assurance in accordance with the newly defined internal regulation (Rules of the System of Quality Assurance and Assessment of Educational, Creative and Related Activities). The University's quality assurance policies and procedures must be clearly defined in the University's key documents (university strategy, mission statement, university organizational rules, standards and procedures, etc.). The newly established National Accreditation Office for Higher Education (NAO) is a key player in external evaluation and, to this end, specifies the procedures and methodologies for assessing the functioning of the internal system of quality assurance and evaluation. Further requirements are specified through the Government Ordinance on Standards for Accreditation in Higher Education and the Government Ordinance on Education in Higher Education.

The basic internal regulations defining quality issues at the University of Pardubice are the Statutes of the University of Pardubice dated 20 December 2016 registered by the Ministry of Education under Ref. No. MSMT-38440/2016 and the related internal regulation Rules of the Quality Assurance and Assessment System of Educational, Creative and Related Activities of the University of Pardubice registered by the Ministry of Education, Youth and Sports on 16 June 2017 under Ref. No. MSMT-17150/2017. The Rules of Procedure of the Internal Assessment Board of the University of Pardubice and the Accreditation Regulations of the University of Pardubice are attached to the Rules.

2.2.1. Statutes of the University of Pardubice

Based on the requirements of the amendment to the Higher Education Act, changes were made to the Statutes of the University, which modify and, in some cases, redefine the approach to quality assurance and assessment at the University. In particular:

- an Internal Assessment Board has been established, which is a key body of the University, particularly in the area of quality evaluation of all university activities. All powers of the Scientific Board of the University in approving the plan for accreditation of study programs have been transferred to this newly established body in accordance with the law. This adjustment was also reflected in the new process settings and in the modification of other internal regulations that describe the way these bodies operate.
- there has been a comprehensive review and subsequent specification or extension of the powers of individual bodies of the University.
- the board of the "Extended University Management" has been established as an operational

advisory body to the Rector, which has an important place in the quality assurance system.

- the definition of quality assurance and evaluation of the University's activities and its components has been refined, in particular in part six, with reference to the new internal regulation of the Rules of the Quality Assurance and Assessment System of Educational, Creative and Related Activities of the University of Pardubice.

2.2.2. Rules of the Quality Assurance and Assessment System of Educational, Creative and Related Activities of the University of Pardubice

By adopting this internal regulation, the entire quality management, quality assurance and assessment system at the university was covered and its clear procedures established. It lays down the University's vision and quality strategies, the principles and tools of the internal quality assurance and assessment system, including responsibilities, control and audit. The rules are aimed at ensuring and assessing the quality of the main (educational and creative activities) and support activities of the University. The rules are the basic document for other internal standards of the University and faculties, which elaborate in detail the quality tools into the conditions of individual parts of the university.

2.2.3. Rules of Procedure of the Internal Assessment Board of the University of Pardubice

This document is annexed to the "Rules of Quality Assurance and Assessment System of the University of Pardubice". It defines in detail the activities of the University's Internal Assessment Board, the responsibilities of the Chairperson and the Vice-Chairperson, the composition and powers of expert committees and working groups, the position of the Secretary and the procedures of the Board's meetings, in particular when discussing accreditation materials, in connection with the University's Accreditation Code.

2.2.4. Accreditation Code of the University of Pardubice

The University Accreditation Code is another appendix to the "Rules of Quality Assurance and Assessment System of the University of Pardubice". It is conceived with regard to the amendment to the wording of the Higher Education Institutions Act, the recommended procedures of the NAO and, in particular, to the best practices of the University that were previously implemented during the examination of draft applications for accreditation of study programs (Directive No. 1/2012 Activities of the Commission for the Assessment of Proposals for Accreditation Applications at the University of Pardubice). The Code summarizes the procedures and rules for the creation and approval of applications for institutional accreditation and accreditation of study programs. A very important part of the regulation is the description of procedures for the accreditation of study programs implemented in the fields of education, for which the University obtains institutional accreditation (so-called internal accreditation). Procedures for dealing with an internal accreditation application including its extension are clearly described here; the reasons and procedures for limiting, withdrawing or terminating internal accreditation and the possibility of reviewing the Internal Assessment Board's resolutions. The application for accreditation of the habilitation procedure and the procedure for the appointment of a professor are described separately.

2.2.5. Other internal regulations and standards

The above-mentioned internal regulations are not the only standards addressing quality issues. Partial quality assurance policies and procedures are part of other core internal standards of the University, such as the University Staff Regulations, the Rules of Selection Procedure (academic staffing rules and procedures), the University's Internal Wage Regulations, Rules of Habilitation Procedure and Procedure for Appointment of Professors, Study and Examination Regulations of the University, Stimulation System for Research Activities of Students and Young Academic and Researchers, Lifelong Learning Regulations, Scholarship Regulations, Unified Visual Style of the University, Code of Ethics and the newly developed Code of Good Research Practice of the University of Pardubice.
Operational specification of the procedures contained in higher standards are contained in the Rector's Provisions, with the examples of the recently adopted being:
1/2017 Procedure for submitting applications for accreditation of a study program, its extension or extension of the period of validity,
2/2017 Avoiding conflicts of interest in the work of academic staff in the bodies of the University of Pardubice,
3/2017 Supervisors of study programs, supervisors of courses and activities of the Doctoral Study Program Board at the University of Pardubice,
1/2018 Standards of study programs at the University of Pardubice,
2/2018 Establishment and duties of Faculty Study Program Boards.

Specific requirements and procedures used at individual faculties are then enshrined in the relevant internal standards of faculties.

Once the proposed procedures and measures have been verified and, where appropriate, good practice adjustments or additions have been made, these procedures will be incorporated into the higher-level university standards (internal regulations). In connection with this, amendments of the existing internal standards are being prepared so that the issues of quality assurance and evaluation are gradually and comprehensively reflected in all internal legislation of the University.

All of the above internal standards are part of the University's information system. All internal standards are published on the University's internal website. At the same time, all executives are informed about the new standards by e-mail; they then inform their subordinates.

2.3. Organization and staffing of the system

The system is designed in such a way that it intersects with all organizational units of the University and its components and covers all activities of the University. The conditions for quality assurance and evaluation are thus created by all departments of the Rectorate and individual faculties. All staff from top management to middle-level executives to academic and research staff of faculties and individual staff of the Rectorate and the Dean's Office are responsible for meeting and developing quality standards. All University's employees are thus involved in the fulfilment of the quality vision to a different extent.

2.3.1. Rector

As a Chair-person of the Internal Assessment Board, the Rector manages quality assurance and assessment at the University. He/she obtains information on activities at the University from the Deans of the faculties, from the rectorate departments and other workplaces of the University, from the results of student evaluation, from the evaluation of academic staff, from the Academic Senate, the

Scientific Board and Board of Trustees, from the Student Board of the University and from external subjects. In both operational and conceptual management, he/she addresses advisory bodies, in particular university management, extended management and the Rector's College. He/she also uses the system of internal control and internal audit, which are in his/her direct subordination.
In the area of quality, the Rector also initiates and directs the elaboration of strategic documents, namely the strategic (long-term) plan of educational and scientific, research, development and innovation, artistic and other creative activities of the University, its annual updates/implementation plan and institutional plan within the Institutional Program of the University.
He/she also initiates the preparation of the annual activity and management reports of the University, internal quality assessment reports and their amendments. The annual reports are discussed in the respective bodies and subsequently with the Ministry of Education, Youth and Sports. In doing so, he/she receives proposals for measures to improve the quality of activities at the University. He/she submits to the academic community every year the Rector's report on the activities of the University, in which he/she focuses in detail on the evaluation of all key activities. He/she also deals with the results of accreditation of degree programs, education (institutional accreditation) and habilitation procedures and procedure for the appointment of a professor submitted to the NAO. In selecting and designing his/her closest colleagues, the Rector takes care to create the conditions for creative work and the development of their managerial abilities, to anticipate future development trends and respond to external stimuli in order to ensure the sustainable development of the University. In the university environment, the leading figures are the Vice-Rectors, Deans and all other members of the Rector's College, Vice-Deans of individual faculties and heads of academic workplaces, project and research teams and supervisors of study programs. The job content of the Deans and Vice-Rectors is conceived by the Rector in such a way that quality-related issues are taken into account in all activities carried out and individuals contribute to improving the quality management system at the university.

2.3.2. Scientific Board of the University of Pardubice

The Scientific Board of the University is a self-governing academic body, which is mainly active in the field of strategic development and scientific, research and other creative activities of the University. The rules for the meetings of this Board are set by the Higher Education Act, the Statutes of the University, the rules of the system of quality assurance and assessment of educational, creative and related activities; the meetings are governed by the rules of procedure of the Scientific Board. Basic support for the activities of the Scientific Board is provided by a rectorate department (Department of Science and Creative activities). In the areas related to quality, the Scientific Board mainly deals with the strategic plan and plans for its implementation, applications for institutional accreditation in the field of education and applications for extension of institutional accreditation for another field or areas of education, key internal regulations (e.g. discussing draft rules of the quality assurance system of educational, creative and related activities of the University), approves the Rector's intention to appoint or remove members of the Internal Assessment Board, discusses the draft report on internal quality assessment, and also exercises competence in the procedure for appointment of a professor. The Scientific Board, in which external members are heavily represented, is thus an important feedback in quality assessment.

2.3.3. Internal Assessment Board

In accordance with the provisions of the Higher Education Act, the University makes use of not only the Scientific Board, but also a separate body established by the Statutes – the Internal Assessment Board

of the University of Pardubice – in charge of quality assurance and evaluation. The University expanded its powers by transferring the following powers to the Board by the Statutes and in accordance with the law:

- it approves study programs,
- approves the intention to submit an application for accreditation, extension of accreditation or extension of the accreditation of study programs,
- approves the intention to submit an application for the accreditation of a habilitation procedure or a procedure for the appointment of a professor,
- approves the intention to submit an application for institutional accreditation and for the extension of institutional accreditation,
- approves the intention to renounce institutional accreditation, the intention to cancel a study program and the intention to renounce the accreditation of a habilitation procedure or a procedure for the appointment of a professor.

The Internal Assessment Board is chaired by the Rector. The Board consists of 9 members who are appointed in accordance with the law. It also includes representatives of students and the academic senate. The Chairperson shall also appoint a Vice-Chairperson, who may deputize for him/her. The Secretary of the Board shall ensure the organizational and material aspects of the Board's activities, in particular he/she shall record and keep files of the minutes of meetings of the Board and its advisory bodies, keep records of internal quality assessment and update the Board's website.
The Board decides on the basis of expert opinions, assessments and evaluations, the Rules of Procedure stipulate the establishment of expert committees, which are its advisory body. People who have long been involved in quality assessment in a specific area are thus directly involved in decision-making. Currently, three committees have been established for the following areas of education and science:

- technical and scientific,
- economic,
- medical, humanities and arts.

Each committee is made up of seven members, each being chaired by a member of the Board. This facilitates communication and transmission of information or discussion across these committees. Furthermore, the Rules of Procedure allow an expert committee to set up an ad hoc working group, which is its advisory body. An integral part of the committees' activities is the provision of external assessors. They may be invited, at any time during the negotiations, to share their opinion, in accordance with the Board's Rules of Procedure. As regards quality assessment, the Board is not only the determining authority, but also the methodologist and controller. Within the scope of its competence, it is entitled to issue recommendations and opinions, methodological materials, principles of individual activities and calls for remedies.

2.3.4. Academic Senate of the University of Pardubice

The Academic Senate is a self-governing body of the University, which already has a number of competencies established by law that are closely related to quality assurance and evaluation. For example, it decides upon the Rector's proposal to establish, merge, coalesce, split or dissolve parts of the University. It approves strategic documents that determine the direction and objectives of the University in all its activities and participate in their creation. These include, in particular, the Strategic Plan and its implementation plan, the annual activity and management reports and the quality assessment report. It approves internal regulations that set the University's internal processes and procedures, not only in quality matters. It controls the financial management of the University and

approves its budget. The Senate also gives the Rector prior approval to appoint and remove members of other key bodies of the University, such as the Scientific Board and the Internal Assessment Board. It also comments on the Rector's intention to appoint or remove Vice-Rectors. Since members of the Academic Senate are elected by members of the academic community of the University and its members are also students, it is a board that is an important element of the system and creates important feedback on quality assurance and assessment by students.

The Academic Senate establishes a legislative and economic committee, which is an advisory body to the Senate. At the request of the presidium of the Academic Senate, the members of the committees deal thoroughly with the materials submitted to the Senate, take part in the commentary (often even in several rounds) and subsequently inform the members of the Senate of their opinions within the Senate session.

The Chairperson of the Academic Senate and the student representative are members of the Internal Assessment Board and also members of the Rector's College based on the appointment of the Rector. They are therefore involved in a broader discussion of conceptual issues that also concern quality assurance at the University. The members of the presidium of the Senate also attend the annual two-day external meetings of the extended Rector's College. The external meeting is a forum where strategic and topical topics are discussed. The Rector also meets with the Chairperson of the Academic Senate operatively and discusses current issues with him/her.

2.3.5. Board of Trustees

The Board of Trustees is another body that plays an important role in the University's direction in quality development. In some matters, it has a role of an authorizing body, in others it has a negotiating role. The Board itself may express its opinion and gives impetus to negotiations in other committees. In particular, it gives its prior consent to legal actions by which the University intends to acquire or transfer ownership of immovable property and, under defined restrictions, to other specific legal acts. The Board of Trustees also approves the University's Strategic Plan and its implementation plan and budget. It discusses the annual activity report and the annual economic report submitted by the Rector after approval by the Academic Senate, as well as the internal quality assessment report, including its amendments. Members of the Board of Trustees of the University of Pardubice are appointed in such a way as to represent a wide range of personalities, such as rectors emeriti, representatives of regional and municipal self-government, employers and practitioners, members of the Senate of the Czech Republic, important science experts as well as prominent graduates of the University. As a result, the body is able to engage in stimulating discussions across all fields of activity of the University and in relation to quality assurance. Negotiations take place on-site and off-site by correspondence (per rollam).

The Higher Education Act on budget and strategic plan requires the cooperation of both the Academic Senate and the Board of Trustees and requires the Board of Trustees to discuss the matter within 14 days of the referral of materials from the Academic Senate. If the Board of Trustees does not agree with the proposal, it may be referred back to the Senate for consideration. The Academic Senate is obliged to discuss the matter and either accept and incorporate the comments, or maintain the original opinion and then override the Board of Trustees.

In order to establish a clear procedure for sending documents, the University laid down clear rules in Article 21 (3) of the Statutes and determined which day is decisive for the calculation of the 14-day period. This eliminates risks when approving these strategic materials.

2.3.6. Bursar

By law, the Bursar is the body responsible for the financial management and internal administration of the University. His/her detailed duties and powers are set by the Rector's Decree (as of 3 February 2014). The Bursar is also a member of the Rector's advisory boards, the Rector's Extended Executive Board and the Rector's College, and regularly attends meetings of the Board of Trustees. In the area of quality assurance and assessment, it is primarily responsible for adopting such measures that ensure the highest level of economy of all the University's operational activities and the material development of the University in accordance with the strategic plan of developing the educational and creative activities of the University. This is closely related, for example, to the energy audits of buildings, the public procurement system, the standardization of equipment and the implementation of larger investment projects. The Bursar is also responsible for the preparation of the annual report on the University's financial management.

2.3.7. Faculty, Dean, Academic Senate of the Faculty, Scientific or Arts Board of the Faculty

The Dean acts and decides on matters of the faculty. The competencies of the faculty are stipulated in the Higher Education Act not only obligatorily but also facultatively. The Statutes granted the faculties the power to act in full on these matters (Article 23, Subsection 2 of the Statutes), i.e. the creation and implementation of study programs, the strategic focus of creative activities, foreign relations and activities, complementary activities and the use of funds obtained from these activities. Given the powers, the Dean is the most important actor in the area of ensuring and developing the elements of the quality system related mainly to education and creative activities at the faculty level. The Dean establishes advisory bodies, such as the Dean's College, the Dean's Board and a number of study programs that are competent in the area of quality.

On the basis of the Higher Education Act, the Scientific (Arts) Board of the Faculty participates in deciding on the Faculty's vision and strategies and on the direction of education and creative activities - discusses draft strategic plans, approves draft study programs, proposes to the Rector to submit an application for accreditation, extension of accreditation or extension of the accreditation period of study programs of the Faculty, proposes to the Rector to submit an application for accreditation of the habilitation procedure and the procedure for appointment of a professor of the faculty. The Scientific Board of the Faculty is an important element of the feedback of the quality assurance and assessment system, especially when evaluating upcoming study programs by external members of the Scientific Board.

The Academic Senate of the Faculty plays an important role in approving the internal regulations of the Faculty, approving the annual report on activities and financial management, approving the conditions for admission to study, giving prior approval to appointing members to fill posts in the Scientific Board, Artistic Board and the Disciplinary Committee on the appointment of the Dean, or proposing his/her removal, and approval of the strategic plan. As with the Academic Senate of the University, with regard to how this self-governing body is formed, it is a board that is an important element of the system and provides feedback on quality assurance and assessment by academics and students.

2.3.8. Institutes, academic departments, studios

The basic structural units and academic workplaces of the faculties at the University of Pardubice are academic departments, institutes and studios. Institutes are usually larger units covering a wider area of education and creative activities. In the structure of some faculties there are independent

departments and institutes as well. Studios are established only at the Faculty of Restoration. If necessary, these workplaces are subdivided into units. The workplaces are headed by managers appointed by the Dean of the Faculty. The Dean transfers the responsibilities and powers related to ensuring the running of the workplace, especially teaching and related creative activities. In the field of human resources, wage issues are an exception, which remain in the final competence of the Dean. However, the Dean decides on these issues on the basis of a proposal from the head of the workplace.
The head of an academic department, institute or studio is thus an important part of the quality assurance system in the University's main activities. In order to carry out some of the core activities, the manager usually appoints a secretary or a deputy. All workplaces meet at meetings (at least once per semester), where, in addition to operative issues, issues of quality of education and creative activities are also addressed. In some faculties, another level of management of these workplaces is covered by meetings of heads of departments and institutes, or the quality issues are dealt with at meetings of the Dean's College of which the heads of these workplaces are members.

2.3.9. Supervisors of study programs, specializations, courses

The amendment to the Higher Education Act grants broader competencies to study program supervisors than the previous wording of the Act. In response, a new regulation of the position of supervisors within the University's internal standards was adopted. This is addressed in particular by the Rector's Provision No. 3/2017 and the establishment of supervisors' powers and responsibilities in the process of preparing materials for the accreditation of the study program and in the process of evaluating study programs in the Rules of the University Quality Assurance and Assessment System. These are in particular the requirements for the supervisor, the procedure for his/her appointment, the definition of the supervisor's duties in relation to the quality assurance of the study program in its preparation and implementation (e.g. elaboration of a self-evaluation report on the study program). Beyond the framework of the Higher Education Act, specialization supervisors may be appointed for specialization programs, which form a consulting platform for the study program supervisor.
Similarly, the position of supervisor of the course is solved similarly, who oversees, among other things, the quality of this course – he/she prepares it, participates in the teaching and supervision of the study, proposes its possible changes.

2.3.10. Board of study programs of the faculty

The establishment of boards of study programs of individual faculties is now under preparation in accordance with the approved legislation. Historically, faculties have had various committees, such as a study and teaching committee, which focused on solving rather operational problems associated with teaching at the faculty. In addition to discussing and commenting on the self-evaluation report of a given study program, the Board focuses on the overall concept of teaching at the faculty, seeking synergies between study programs and evaluating the quality of teaching. Members of the Study Program Board also participate in decision-making in matters of preparation, implementation and evaluation of teaching in the study programs of individual faculties. The Study Program Board consists of study program supervisors and other internal and external experts appointed by the Dean. The initiative was set up on the recommendation of the Internal Assessment Board. The Rector's Provision regulating the establishment, composition, powers and duties of the faculty study program boards will come into force at the beginning of 2018.

2.3.11. Internal Audit

The Internal Audit and Complaints Office naturally complements the University's quality management system. The employees of the Office are directly subordinate to the Rector of the University and perform regular checks of selected activities, recommend corrective measures in case of detected errors and identify potential risks leading to a decrease in the quality of all activities of the University.

2.4. System Support Tools

2.4.1. Information Systems

The University has built a unified information system (IS UPa), which is made up of more than twenty interconnected components. This arrangement allows the data to be shared and updated immediately on all systems, preventing unwanted duplications and inconsistencies. The system designed in this way is gradually supplemented by analytical and evaluation tools, which are the pillars of the quality assurance system at the University.

	supplier	key user	characteristics
VEMA	VEMA Brno	Personnel and Payroll Department	personnel and wage agenda, systemization of jobs
iFIS	BBM Písek	Finance and Accounting Centre, Faculty Secretaries	economic agenda, filing service
STAG	ZČU Plzeň	study departments, teachers, students	IS for administration and study support
MOODLE	opensource	teachers + students	e-learning study support
MIS	self-developed	employees	managerial IS
ASE-pi	self-developed	employees + doctoral candidates	evaluation of the activities of academics and researchers and doctoral candidates
ISAK	self-developed	Internal Assessment Board	IS for administration of accreditation process
Portál vzdělávání	self-developed	employees	portal for support and administration of employee education
CRP + KC	Emwac	CITS IT Support	central register of persons + card centre
AD	Emwac	ICITS Administration of Computer and Audiovisual Technology	administration of IS UPa user accounts
CAS	Jasig	IS UPa users	central authentication system
VERSO	DERS	employees	holidays, meal vouchers, reservations, orders, CP, IPOS, GaP, IGA
PBD	DERS	academics	personal bibliographic database
e-shop	DERS	students	sale of textbooks and literature
CUL	DERS	IS UPa users	central data storage
Drupal	Drupal Arts	CITS DTP Web Applications and DTP,	web, intranets
AMI	HSI	Technical Division	technical condition inventory of buildings
SafeQ	Y Soft	publishing house and printing centre	copying and printing services
Verbis	KP-SYS	university library	library system
DSpace	opensource	university library	digital library
Altex	Alimex	Technical Division	security and access systems
ISKaM	ApS	Halls of Residence and Catering Service	catering and accommodation system
portál CTKT	IBA	Centre for Technology and Knowledge Transfer	technology and knowledge transfer portal
HelpDesk	opensource	IS UPa users	electronic helpdesk system
SAS	OPSoft	CITS Administration of Information Systems and Networks	private branch exchange

Figure 2-1 Overview of IS UPa components

An essential part of the system are the tools for administration of all basic and supporting activities of the University, such as educational activities, creative activities, economy and property management, project management and many others, which are listed in the table. Another important element is the management superstructure allowing efficient quality control and assurance based on data analysis.

Study Agenda Information System (STAG IS)

In the field of study, the Study Agenda Information System is a key component of the system, which covers the administration of virtually all study-related situations. These include the definition of study programs and branches based on accreditation, evidence of courses taught, development of study plans and scheduling, support for the entire study life cycle from application/e-application, through the entire subsequent admission process, enrolment, studies to graduation. IS STAG study system is interconnected with many other elements of IS UPa. A very extraordinary and close link is, for example, to the economic SW iFIS. The so-called student balance is used to handle liabilities (admission fees and study fees) and receivables (scholarships) registered in the IS STAG payment assessments. The student balance allows unambiguous matching of incoming and outgoing payments via iFIS and students have an immediate overview of the status of their receivables and liabilities via the web interface. The second link to iFIS is the interconnection of IS STAG and iFIS filing services, which among other things allows for effectively managing the student's electronic E-file. The student can access it again via the web interface and it makes it possible to electronically deliver decisions in accordance with the Code of Administrative Procedure in all cases allowed by the Higher Education Act, or the University's internal regulations, as relevant, which the University makes maximum use of. The aim of all these efforts is to make the administration of studies as efficient as possible so that the student is burdened with this agenda as least as possible, while always having clear and up-to-date data.

From the University's point of view, the interconnected IS UPa system minimizes costs and saves time and, on the other hand, makes it possible to build managerial extensions of the quality system (eg MIS) and feedback systems (ASE-pi).

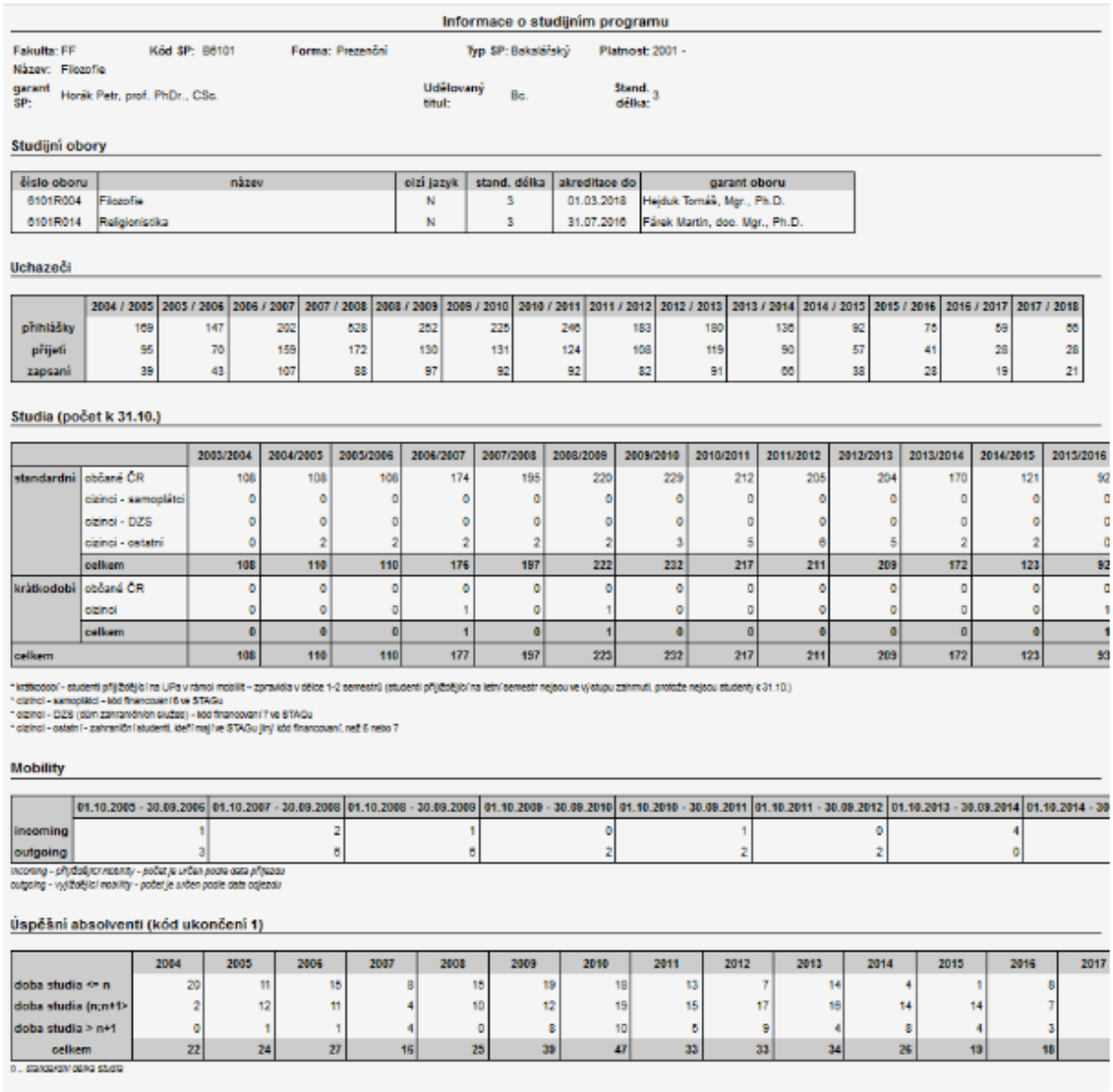
Management Information System – MIS STUDIUM

The University of Pardubice uses the Management Information System (MIS) built on the VERSO platform for key areas of its activities - study, economy and human resources. Access privileges are set hierarchically by role.

The study section primarily displays and processes data from the IS STAG study system. The MIS study covers various areas related to the study agenda, see Figure 2-2.

Figure 2-2 MIS Study Module screen

Outputs can usually be displayed according to faculties, degree programs and fields of study. As a rule, the form and type of the study program or the language of the study program can be chosen as filtering criteria. Other filtering criteria are then specific to individual monitored output types. Time series with data from the academic year 2003/04 are available for the outputs on admissions, studies, mobility and graduates. Outputs can be directly generated and viewed via web interface and exported to xls, csv, doc, pdf formats.



Informace o studijním programu

Fakulta: FF **Kód SP:** B6101 **Forma:** Prezenční **Typ SP:** Bakalářský **Platnost:** 2001 -
Název: Filozofie
garant SP: Horák Petr, prof. PhDr., CSc. **Udělovaný titul:** Bc. **Stand. délka:** 3

Studijní obory

číslo oboru	název	cizí jazyk	stand. délka	akreditace do	garant oboru
6101R004	Filozofie	N	3	01.03.2018	Hejduk Tomáš, Mgr., Ph.D.
6101R014	Religionistika	N	3	31.07.2016	Fárek Martin, doc. Mgr., Ph.D.

Uchazeči

	2004 / 2005	2005 / 2006	2006 / 2007	2007 / 2008	2008 / 2009	2009 / 2010	2010 / 2011	2011 / 2012	2012 / 2013	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018
přihlášky	169	147	202	528	252	225	246	183	180	136	92	75	59	66
přijetí	95	70	159	172	130	131	124	108	119	90	57	41	28	28
zapsaní	39	43	107	88	97	92	92	82	91	66	38	28	19	21

Studia (počet k 31.10.)

		2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016
standardní	občané ČR	108	108	108	174	195	220	229	212	205	204	170	121	92
	cizinci - samoplátci	0	0	0	0	0	0	0	0	0	0	0	0	0
	cizinci - DZS	0	0	0	0	0	0	0	0	0	0	0	0	0
	cizinci - ostatní	0	2	2	2	2	2	3	5	6	5	2	2	0
	celkem	**108**	**110**	**110**	**176**	**197**	**222**	**232**	**217**	**211**	**209**	**172**	**123**	**92**
krátkodobí	občané ČR	0	0	0	0	0	0	0	0	0	0	0	0	0
	cizinci	0	0	0	1	0	1	0	0	0	0	0	0	1
	celkem	**0**	**0**	**0**	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**1**
celkem		**108**	**110**	**110**	**177**	**197**	**223**	**232**	**217**	**211**	**209**	**172**	**123**	**93**

* krátkodobí - studenti přijíždějící na UPa v rámci mobilit – zpravidla v délce 1-2 semestrů (studenti přijíždějící na letní semestr nejsou ve výstupu zahrnuti, protože nejsou studenty k 31.10.)
* cizinci - samoplátci - kód financování 6 ve STAGu
* cizinci - DZS (dům zahraničních služeb) - kód financování 7 ve STAGu
* cizinci - ostatní - zahraniční studenti, kteří mají ve STAGu jiný kód financování, než 6 nebo 7

Mobility

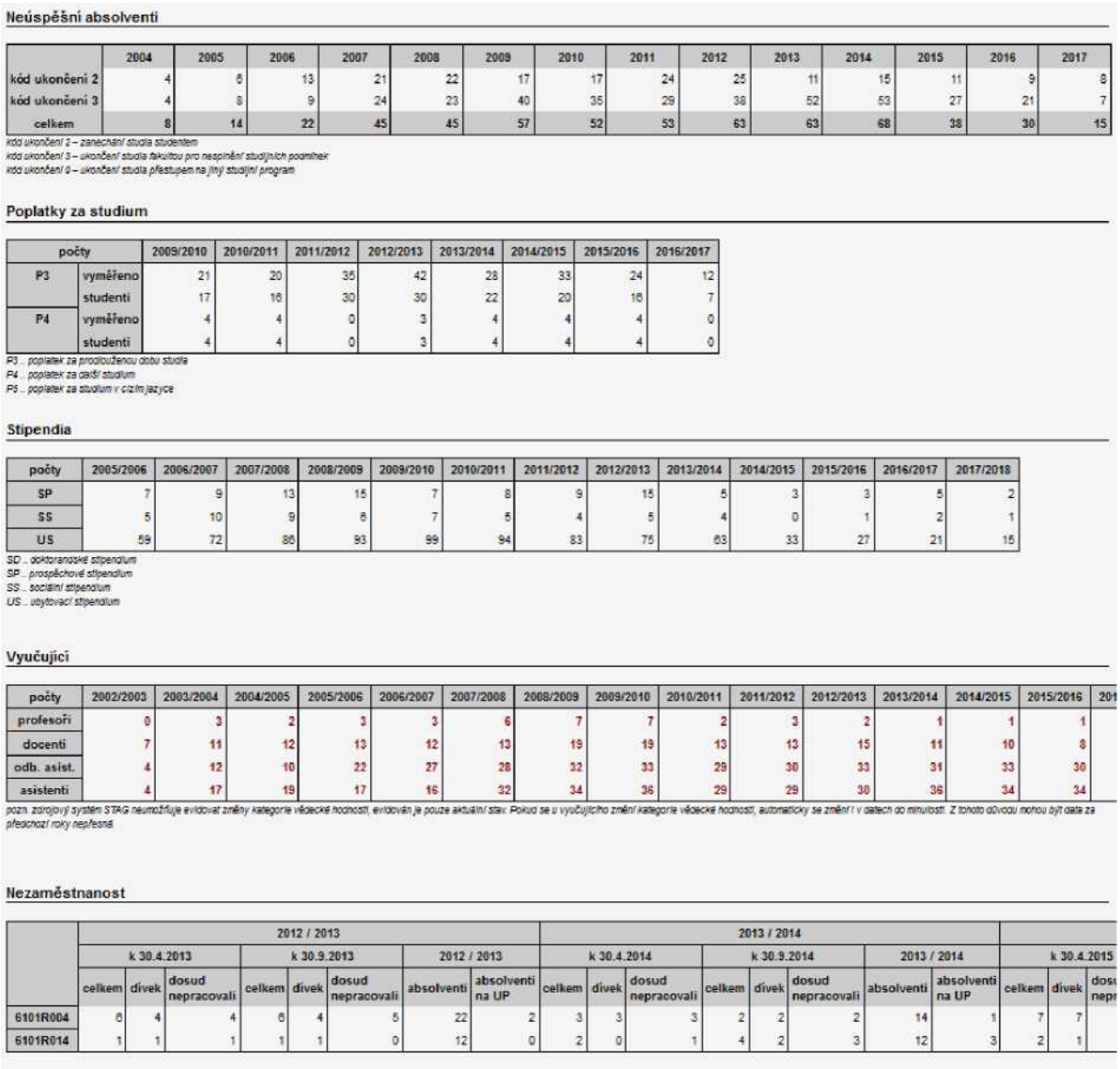
	01.10.2005 - 30.09.2006	01.10.2007 - 30.09.2008	01.10.2008 - 30.09.2009	01.10.2009 - 30.09.2010	01.10.2010 - 30.09.2011	01.10.2011 - 30.09.2012	01.10.2013 - 30.09.2014	01.10.2014 - 30
incoming	1	2	1	0	1	0	4	
outgoing	3	6	6	2	2	2	0	

incoming - přijíždějící mobility - počet je určen podle data příjezdu
outgoing - vyjíždějící mobility - počet je určen podle data odjezdu

Úspěšní absolventi (kód ukončení 1)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
doba studia <= n	20	11	15	8	15	19	18	13	7	14	4	1	8	
doba studia (n;n+1>	2	12	11	4	10	12	19	15	17	18	14	14	7	
doba studia > n+1	0	1	1	4	0	8	10	5	9	4	8	4	3	
celkem	22	24	27	16	25	39	47	33	33	34	26	19	18	

n - standardní délka studia



Neúspěšní absolventi

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
kód ukončení 2	4	6	13	21	22	17	17	24	25	11	15	11	9	8
kód ukončení 3	4	8	9	24	23	40	35	29	38	52	53	27	21	7
celkem	8	14	22	45	45	57	52	53	63	63	68	38	30	15

kód ukončení 2 – zanechání studia studentem
kód ukončení 3 – ukončení studia fakultou pro nesplnění studijních podmínek
kód ukončení 9 – ukončení studia přestupem na jiný studijní program

Poplatky za studium

počty		2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
P3	vyměřeno	21	20	35	42	28	33	24	12
	studenti	17	16	30	30	22	20	16	7
P4	vyměřeno	4	4	0	3	4	4	4	0
	studenti	4	4	0	3	4	4	4	0

P3 .. poplatek za prodlouženou dobu studia
P4 .. poplatek za další studium
P5 .. poplatek za studium v cizím jazyce

Stipendia

počty	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
SP	7	9	13	15	7	8	9	15	5	3	3	5	2
SS	5	10	9	6	7	5	4	5	4	0	1	2	1
US	59	72	86	93	99	94	83	75	63	33	27	21	15

SD .. doktorandské stipendium
SP .. prospěchové stipendium
SS .. sociální stipendium
US .. ubytovací stipendium

Vyučující

počty	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	201
profesoři	0	3	2	3	3	6	7	7	2	3	2	1	1	1	
docenti	7	11	12	13	12	13	19	19	13	13	15	11	10	8	
odb. asist.	4	12	10	22	27	28	32	33	29	30	33	31	33	30	
asistenti	4	17	19	17	16	32	34	36	29	29	30	36	34	34	

pozn. zdrojový systém STAG neumožňuje evidovat změny kategorie vědecké hodnosti, evidován je pouze aktuální stav. Pokud se u vyučujícího změní kategorie vědecké hodnosti, automaticky se změní i v datech do minulosti. Z tohoto důvodu mohou být data za předchozí roky nepřesná.

Nezaměstnanost

	2012 / 2013								2013 / 2014										
	k 30.4.2013			k 30.9.2013			2012 / 2013		k 30.4.2014			k 30.9.2014			2013 / 2014		k 30.4.2015		
	celkem	dívek	dosud nepracovali	celkem	dívek	dosud nepracovali	absolventi	absolventi na UP	celkem	dívek	dosud nepracovali	celkem	dívek	dosud nepracovali	absolventi	absolventi na UP	celkem	dívek	dosu nepr
6101R004	6	4	4	6	4	5	22	2	3	3	3	2	2	2	14	1	7	7	
6101R014	1	1	1	1	1	0	12	0	2	0	1	4	2	3	12	3	2	1	

Figure 2-3 MIS Module Study Sample - Study Program Information (continued)

Study programs and branches of study – this area is devoted to study programs as such. It monitors the number of study programs and their possible division into branches of study and the development of key indicators in time - the number of applications, admitted applicants, enrolled applicants = new students, student numbers as of October 31, foreigners as of October 31, number of graduates in period from January 1 to December 31 by length of study with respect to the standard length of study, numbers of unsuccessful studies by termination code according to SIMS methodology, unemployment of graduates according to data from the Labour Office, numbers of incoming and outgoing student mobilities within the study program, the number of scholarships and tuition fees received, the number of teachers in the study plan of a given study program divided into professors, associate professors, senior lecturers and lecturers (see Figure 2-3).

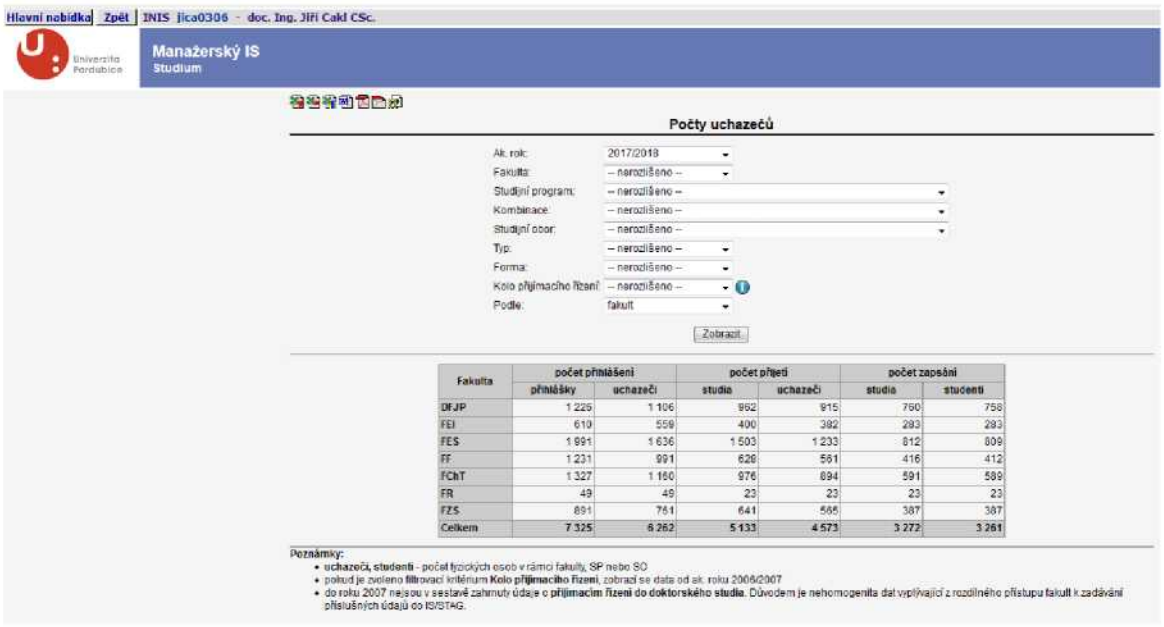
Transfers – In this area, data on shared inter-faculty teaching are recalculated in order to improve and financially support teaching across faculties, or study programs.

Utilization of academic departments – description of the utilization of academic departments / institutes in terms of the number of courses taught, students enrolled in these subjects and the resulting number of student credits.

Grading – monitors the evaluation frequencies of the courses ending in the exam and compares them with the ideal frequency according to the Gaussian distribution - the output is available for individual courses both tabularly and graphically

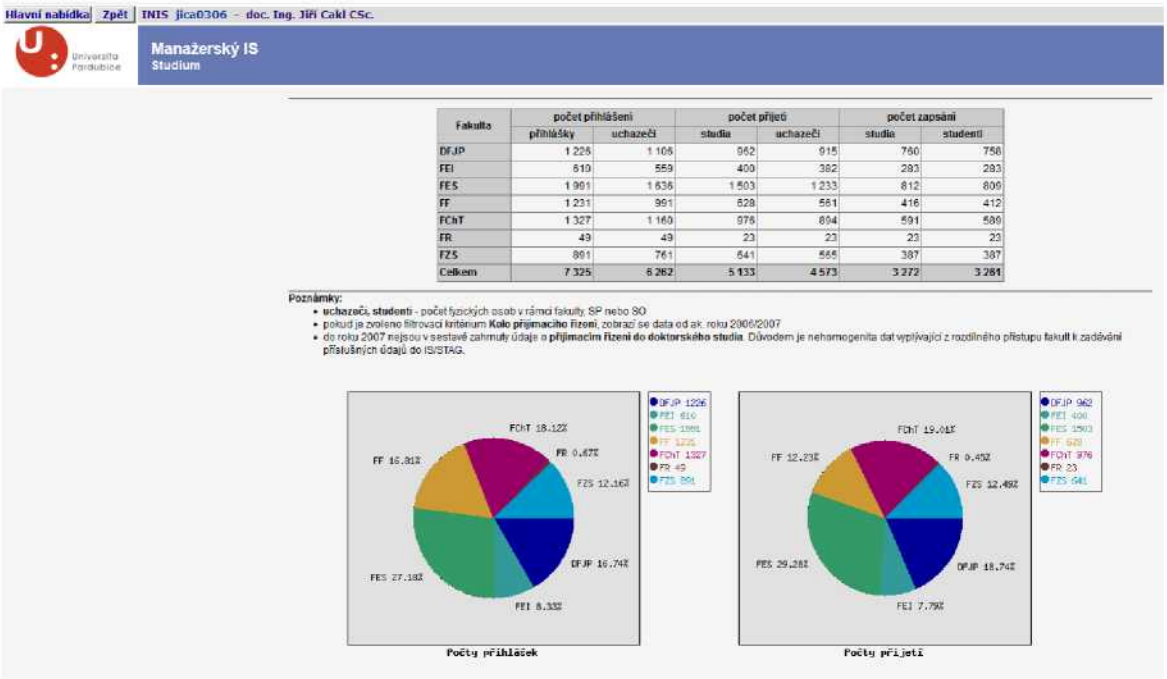
Applicants, Students, Student Mobility, Graduates – reports in this area monitor both the current state of counts and allow the creation of time series. Examples are shown in Figures 2-4 to 2-7.

Register – outputs from the registry data on the financing of study programs generated by SIMS and transmitted to the Ministry of Education, Youth and Sports as of October 31, and the budget Ph.D. Studies.



Fakulta	počet přihlášení		počet přijetí		počet zapsání	
	přihlášky	uchazeči	studia	uchazeči	studia	studenti
DFJP	1 226	1 106	962	915	760	758
FEI	610	559	400	382	283	283
FES	1 991	1 636	1 503	1 233	812	809
FF	1 231	991	828	561	416	412
FChT	1 327	1 160	976	894	591	589
FR	49	49	23	23	23	23
FZS	891	761	641	566	387	387
Celkem	7 325	6 262	5 133	4 573	3 272	3 261

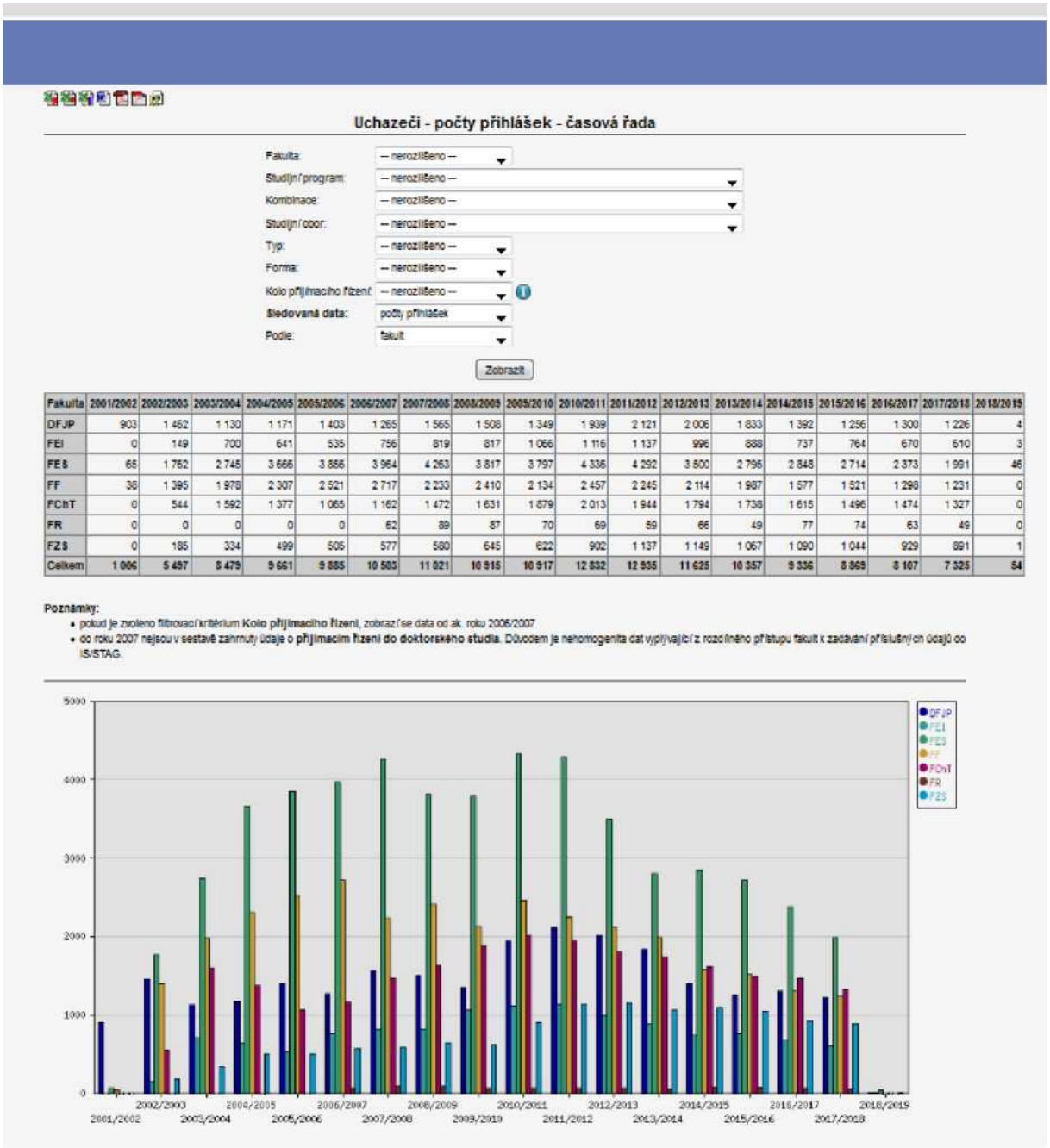
Figure 2-4 Filter criteria for the number of candidates and the resulting data in table format



Fakulta	počet přihlášení		počet přijetí		počet zapsání	
	přihlášky	uchazeči	studia	uchazeči	studia	studenti
DFJP	1 226	1 106	962	915	760	758
FEI	610	559	400	382	283	283
FES	1 991	1 636	1 503	1 233	812	809
FF	1 231	991	828	561	416	412
FChT	1 327	1 160	976	894	591	589
FR	49	49	23	23	23	23
FZS	891	761	641	566	387	387
Celkem	7 325	6 262	5 133	4 573	3 272	3 261

Figure 2-5 Resulting data on the number of candidates in table format and graphical representation

26



Uchazeči - počty přihlášek - časová řada

Fakulta:	– nerozlišeno –
Studijní program:	– nerozlišeno –
Kombinace:	– nerozlišeno –
Studijní obor:	– nerozlišeno –
Typ:	– nerozlišeno –
Forma:	– nerozlišeno –
Kolo přijímacího řízení:	– nerozlišeno –
Sledovaná data:	počty přihlášek
Podle:	fakult

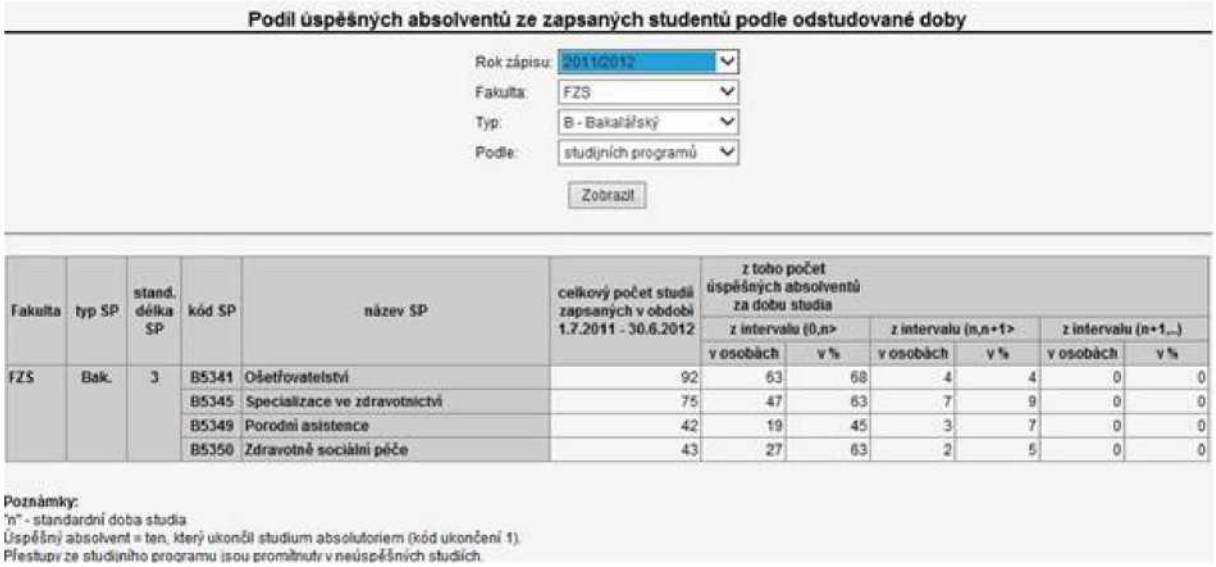
Zobrazit

Fakulta	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
DFJP	903	1 462	1 130	1 171	1 403	1 265	1 565	1 508	1 349	1 939	2 121	2 006	1 833	1 392	1 256	1 300	1 226	4
FEI	0	149	700	641	535	756	819	817	1 066	1 116	1 137	996	888	737	764	670	610	3
FES	65	1 762	2 745	3 666	3 856	3 964	4 263	3 817	3 797	4 336	4 292	3 500	2 795	2 848	2 714	2 373	1 991	46
FF	38	1 395	1 978	2 307	2 521	2 717	2 233	2 410	2 134	2 457	2 245	2 114	1 987	1 577	1 521	1 298	1 231	0
FChT	0	544	1 592	1 377	1 065	1 162	1 472	1 631	1 879	2 013	1 944	1 794	1 738	1 615	1 496	1 474	1 327	0
FR	0	0	0	0	0	62	89	87	70	69	89	66	49	77	74	63	49	0
FZS	0	185	334	499	505	577	580	645	622	902	1 137	1 149	1 067	1 090	1 044	929	891	1
Celkem	1 006	5 497	8 479	9 661	9 885	10 503	11 021	10 915	10 917	12 832	12 935	11 625	10 357	9 336	8 869	8 107	7 325	54

Poznámky:

- pokud je zvoleno filtrovací kritérium **Kolo přijímacího řízení**, zobrazí se data od ak. roku 2006/2007
- do roku 2007 nejsou v sestavě zahrnuty údaje o **přijímacím řízení do doktorského studia**. Důvodem je nehomogenita dat vyplývající z rozdílného přístupu fakult k zadávání příslušných údajů do IS/STAG.

Figure 2-6 Applicants for study at individual faculties in the time series according to the number of applications (resulting data in table and chart format)



Podíl úspěšných absolventů ze zapsaných studentů podle odstudované doby

Rok zápisu: 2011/2012
Fakulta: FZS
Typ: B - Bakalářský
Podle: studijních programů
Zobrazit

Fakulta	typ SP	stand. délka SP	kód SP	název SP	celkový počet studů zapsaných v období 1.7.2011 - 30.6.2012	z toho počet úspěšných absolventů za dobu studia					
						z intervalu (0,n>		z intervalu (n,n+1>		z intervalu (n+1,..)	
						v osobách	v %	v osobách	v %	v osobách	v %
FZS	Bak.	3	B5341	Ošetřovatelství	92	63	68	4	4	0	0
			B5345	Specializace ve zdravotnictví	75	47	63	7	9	0	0
			B5349	Porodní asistence	42	19	45	3	7	0	0
			B5350	Zdravotně sociální péče	43	27	63	2	5	0	0

Poznámky:
"n" - standardní doba studia
Úspěšný absolvent = ten, který ukončil studium absolutoriem (kód ukončení 1).
Přestupy ze studijního programu jsou promítnuty v neúspěšných studiích.

Figure 2-7 Proportion of successful graduates from enrolled students in the given period according to the period of study

Selected indicators of quality and efficiency:

- structure of studies by length: a set with number of studies by the length of study, divided into *n, n+1*, more than *n*, where *n* is the standard length of the study program
- standard time graduates: the percentage of successful graduates from enrolled students in the cohort of the academic year of registration by the length of study,
- proportion of foreign students: the proportion of foreign students in the total number of students in absolute and percentage terms,
- proportion of professors and associate professors: the proportion of professors, associate professors in the total number of academic staff,
- students per 1AS: number of students per one academic staff member,
- average length of study of graduates: average length of study of graduates (SIMS termination code 1) in months.

Scholarships and fees – overview and control reports on the number of scholarships paid according to individual types of scholarships defined in the Scholarship Regulations of the University of Pardubice and a reconciliation list of unpaid study fees for more effective administration of these fees.

Assessment of the quality of employees in educational and creative activities – ASE-pi

Regular employee assessment is one of the basic components of quality assurance and assessment systems. At the University of Pardubice, this evaluation is primarily provided with the support of the ASE-pi web tool (academic staff evaluation - primary information).

The faculties used their proprietary tools and procedures for the annual evaluation of the activities and achievements of academic staff in the educational, creative and related fields. In 2015, the University Executive Board and subsequently all Faculty Executive Boards decided to implement an information system that would unify the database for evaluating the achieved activities and outputs, while the range of evaluated employees was extended to include researchers and doctoral candidates. The implementation schedule was designed so that the system functionality could be tested at the end of

2015 and faculties could routinely use this tool starting from 2016.

The ASE-pi system is connected to strategically important elements of IS UPa (unified information system of the University of Pardubice). Personnel data on evaluated employees and doctoral candidates and links of seniority and subordination are drawn by the ASE-pi system from the CRP (Central Register of Persons), which unifies the identities of employees from the personnel agenda (VEMA) and students from the study system (IS STAG).

Data for employee/doctoral candidate assessment are divided by area, or by data source, into education (IS STAG study system), research and creative activities are described with data on grants and projects (GaP VERSO module) and publishing activities (PBD - personal bibliographic database). Each doctoral candidate has the possibility to supplement his/her data for individual areas with his/her other activities, such as membership of scientific boards of other universities, activity in editorial boards of magazines, etc. For each employee/doctoral candidate, a global overview of his/her activities in individual years is created and immediately accessible online. The output has 4 tabs - Study, Projects, Science, Other. An example of the ASE-pi output for the Study section, from the employee's perspective, is shown in Figure 2-8.

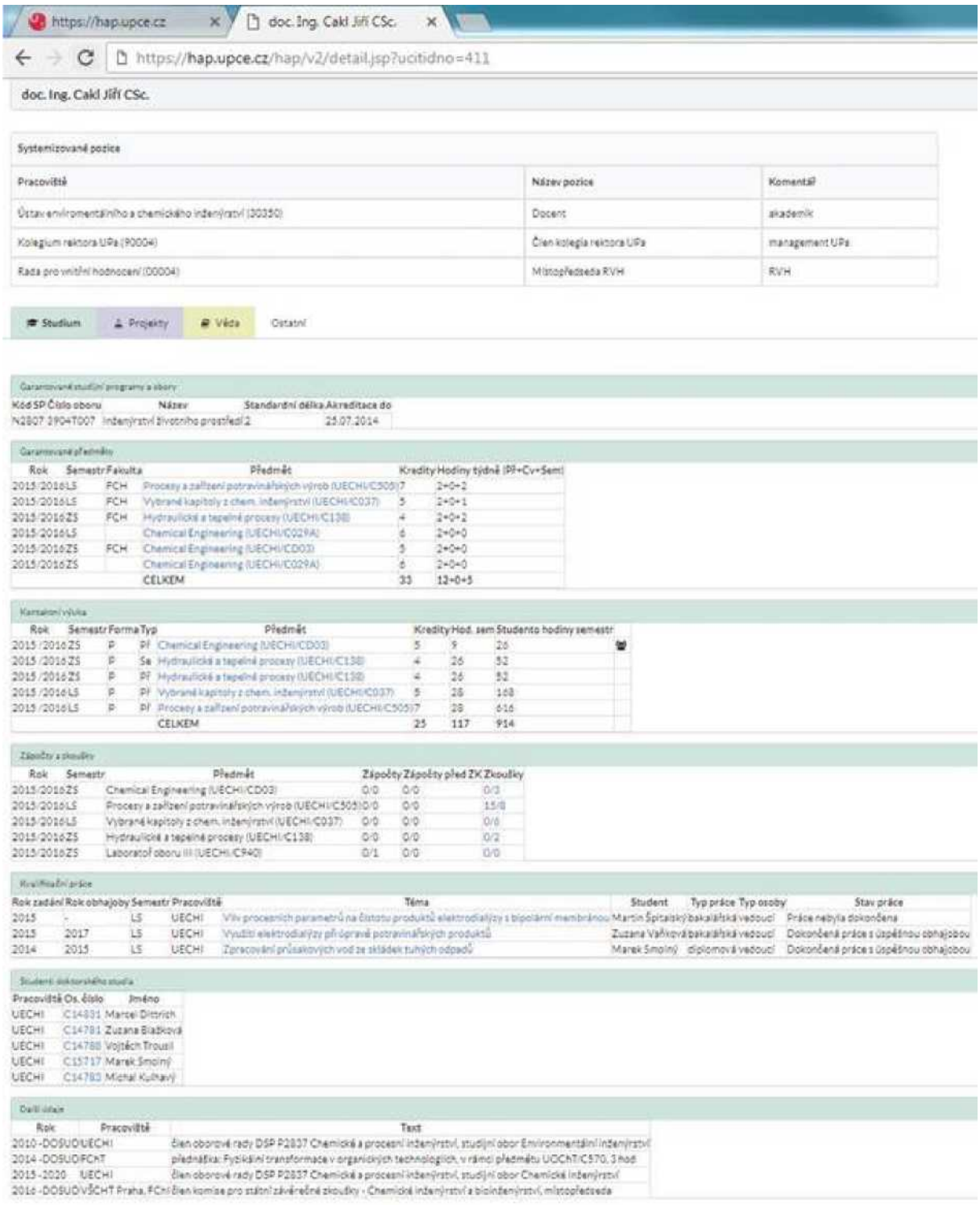


Figure 2-8 Example of output from ASE-pi – Study section

The global overview of individual employees/doctoral candidates is then displayed in a hierarchical way to senior employees, or to executive boards of faculties and the University. In principle, the employee can view the data about himself/herself and the data of the doctoral candidates supervised by him/her; the head of a department can view all the employees of his/her department, the Faculty Executive Board can view data for the whole faculty, and finally the University Executive Board can view all the data. An example of output for one institute is shown in Figure 2-9. For ease of reference, it is possible to filter or group data by year directly in the ASE-pi web interface, select output by type of academic

classification (professor, associate professor, senior lecturer, lecturer, doctoral candidate – full-time, part-time) and restrict the displayed data by selecting or hiding individual columns or their groups. The selected setting, and the resulting data display, can be saved by the user so that it is available in subsequent years, making it easy to compare data and its evolution in years. The displayed data from the web interface can also be exported to .xls format and further processed with MS Excel. Individual numbers are then web links, which after clicking direct the user to the primary source system, where he/she can assess in detail the piece of information displayed.

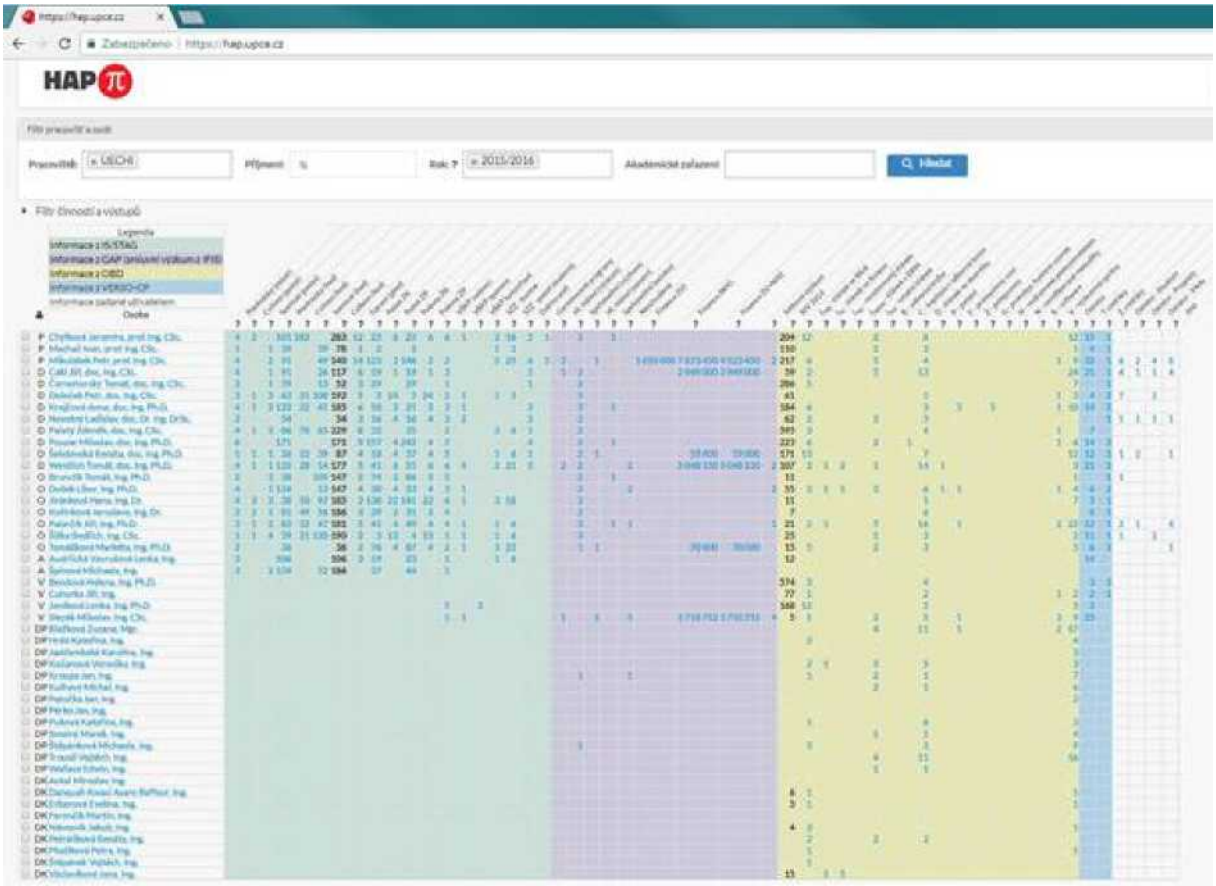


Figure 2-9 Example of ASE-pi output for senior employee

The data in the columns is visually divided by region. The first part describes the data related to the study - information about lectures, exercises, seminars (numbers, hours), numbers of supervised courses, numbers of awarded grading assessments (exams, credits), data related to university theses (supervisor, reviewer, consultant)), data on participation in state final examinations and numbers of doctoral candidates. The second part describes data on grants and projects - the number of projects where the employee is the principal investigator, co-investigator, allocated funds (investment, non-investment) and contract research. The third part is about publishing activities - there are publications by category (WoS articles, Scopus, peer-reviewed articles, ERIH articles, other articles, scholarly books or chapters, articles in proceedings, patents, industrial designs, pilot plants, prototypes and functional samples, certified methodologies, software, research reports. A specific part is an overview of domestic and foreign business trips. In the last data category, the information is entered by the employee for each area.

IS to support the processing of applications for accreditation - ISAK

The Rector's Provision No. 1/2017 sets up the procedure for submitting applications for accreditation of a study program, its extension or revalidation at the University of Pardubice. As a result of this measure, the ISAK web application was developed at the University to support the work of the Internal Assessment Board and their expert committees. A phase diagram describing the application's functionality is shown in Figure 2-10.

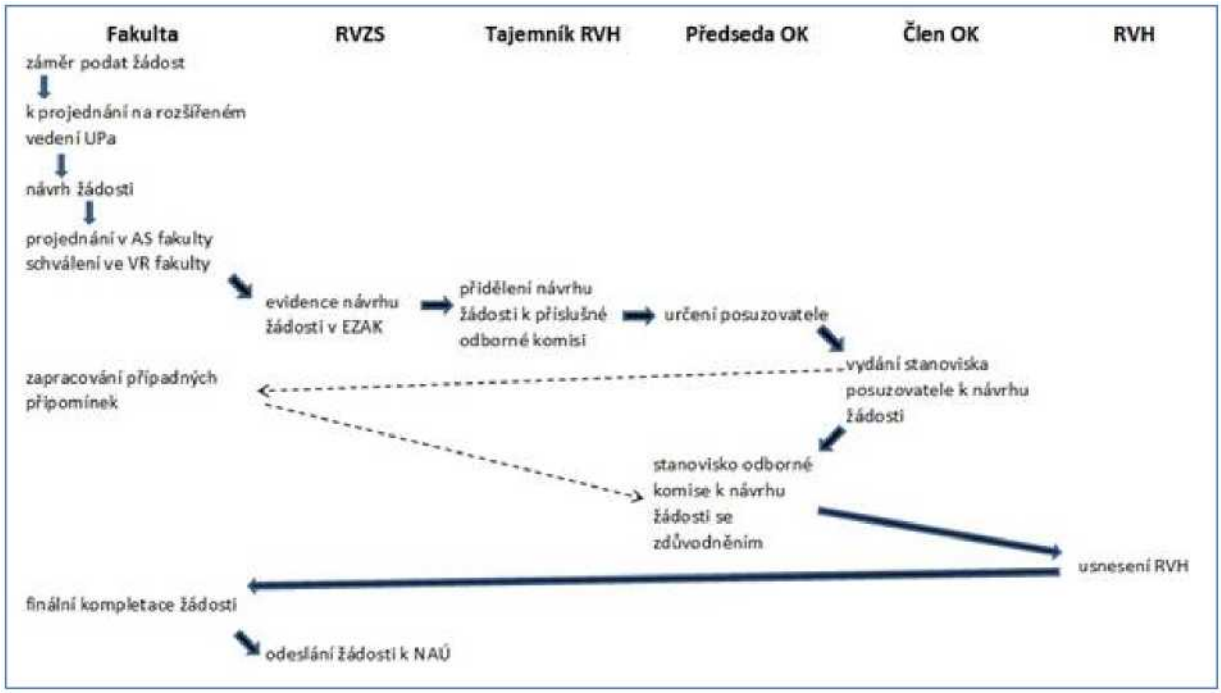


Figure 2-10 Phase diagram of examining the application for accreditation

The application registration form contains both basic and extended descriptive data on the accredited degree program, see Figure 2-11.

The key feature of the system is the application management system itself indicating the individual statuses of the ISAK application processing, see Figure 2-12. Shifts between individual statuses are realized in the form of e-mail prompts to users of the respective process steps, where the e-mail includes a direct link to the ISAK for the given application for accreditation.

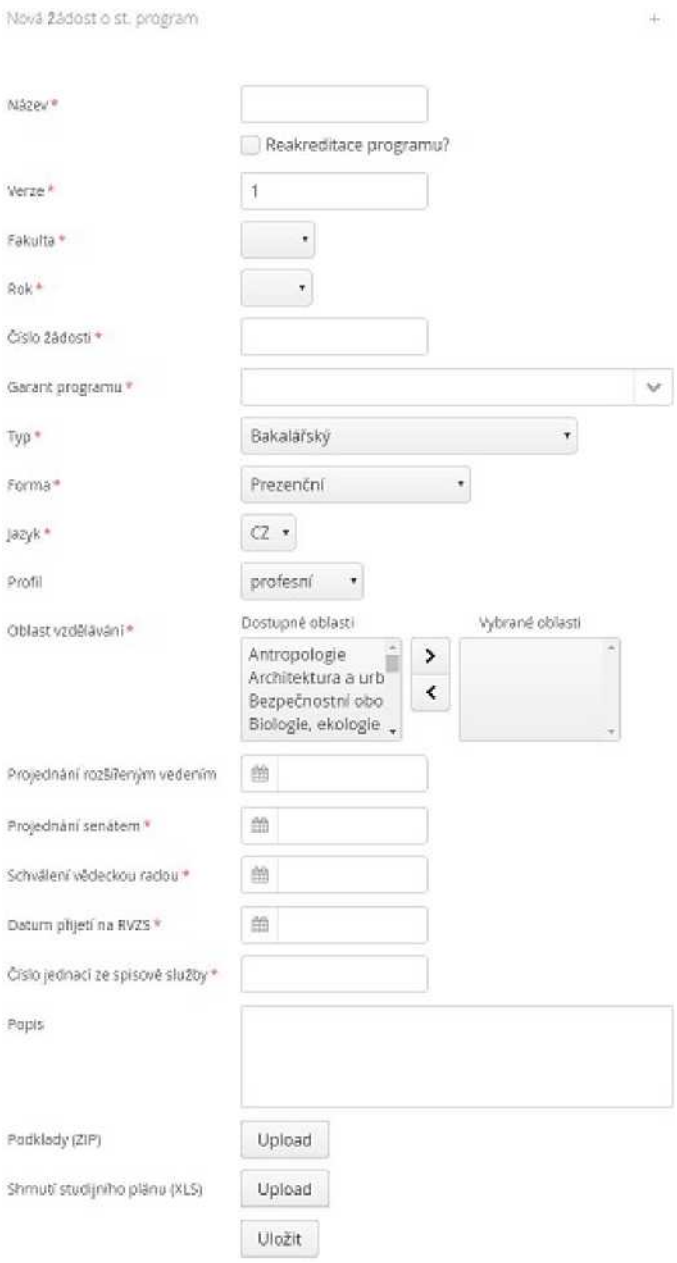


Figure 2-11 Application registration form

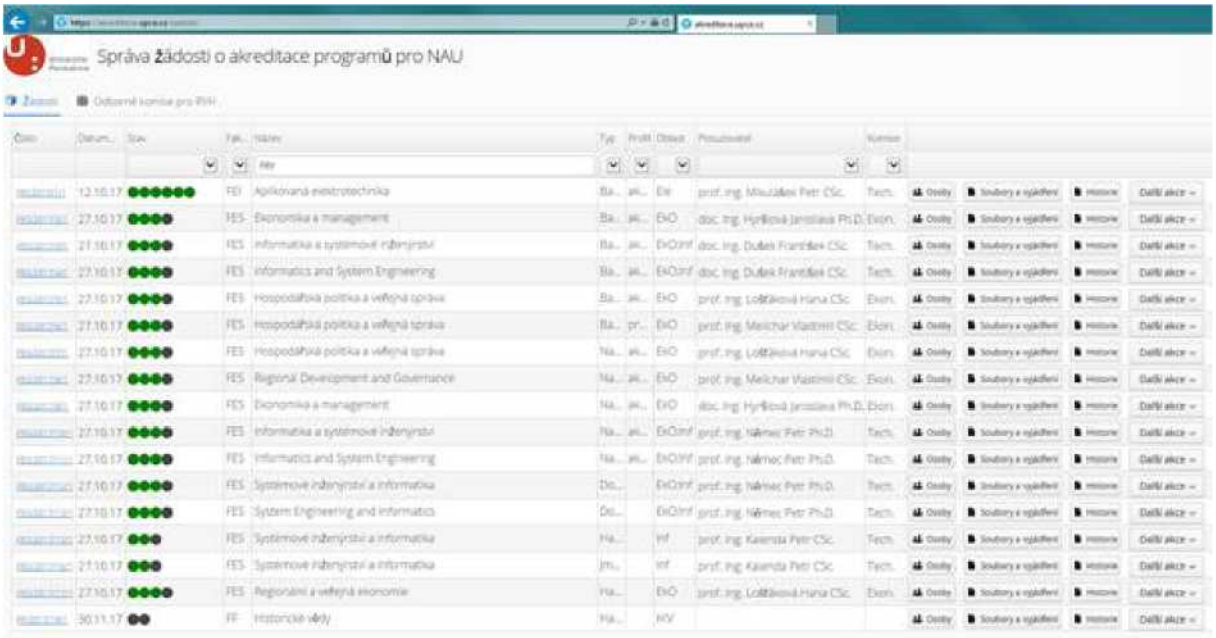


Figure 2-12 Accreditation application management system

Anti-plagiarism system THESES

University theses are registered at the University in IS STAG, which is connected to the anti-plagiarism system of Masaryk University in Brno THESES.CZ (https://theses.cz/). Communication between these systems is fully automatic, it is ensured that the work is included in the register and compared with all other recorded work. The results of the checks are then stored in the IS STAG and access rights are set for the specified groups of users (author of the thesis, supervisor, reviewer, head of department, dean, assistant to the study office), as well as the authorization to change the "similarity assessment" flag. These two parameters for plagiarism controls are pivotal.

1) THESES_KOMU_ZOBRAZIT = To whom to display information about checking plagiarism theses with the following set of settings:

A – author (student)
V – supervisor or instructor specified in the thesis
O – reviewer specified in the thesis
I – consultant at the University specified in the thesis
J – consultant outside the University specified in the thesis
S – secretary of the department to which the thesis belongs
K – head of the department to which the thesis belongs
R – assistant to the study office of the faculty of the author
T – vice-dean of the faculty of the author
D – Dean of the faculty of the author
P – Vice-Rector
L – student's supervisor (with doctoral candidates)
E – chairman of the committee assigned to the author of the thesis (student)
C – any member of the committee assigned to the author of the thesis (student)

At the University, values A, V, O, K, T, D, P are currently set for all departments.

2) THESES_POSOUDIT_PODOBNOST = who should be allowed to change the "similarity assessment" flag of the thesis.
At the University, P and V values are currently set for all departments.

Quality of teaching as assessed by students

For students to assess the quality of teaching, the IS STAG purpose-built module is used, which allows the University to modify the questionnaires, create new types of polls, assertions and sets of answers, manage the polls, make the results available in various structures and according to the authorizations, inserting a response to comments.

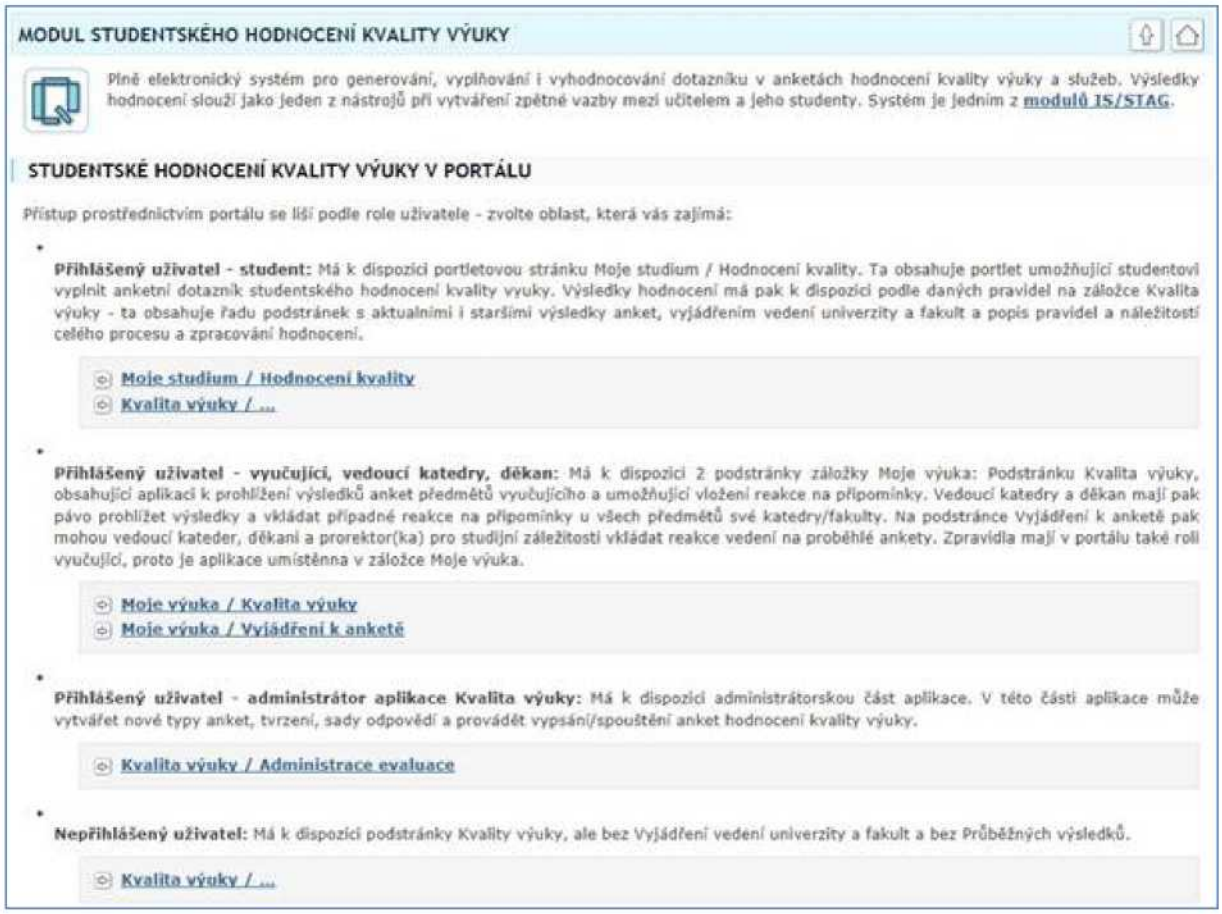


Figure 2-13 STAG – Student Quality Assessment Module

Recording and reporting of publishing activities – PBD

The University of Pardubice uses the PBD system to record the results of scientific and research activities of academics and researchers and students according to the R&D&I IS specification. Outputs from the system are used both in the process of evaluating academic staff and as a tool for reporting the results of creative activities to the R&D&I IS.

Grant projects – GaP

The GaP module is an essential element of a system that enables setting up and monitoring the whole life cycle of projects being prepared and conducted at the University, in the structure of providers and their programs (research national and international, EU operational programs, programs of ministries, internal programs of the University) and allocated funds.

Internal Grant Agency – IGA

The University of Pardubice uses the IGA system in conjunction with the GaP module to prepare, assess, approve and monitor projects and allocated financial support within the announced internal programs of the University.

2.4.2. Annual reports and evaluations

Every year, the University of Pardubice draws up an annual report on the University's activities and an annual report on its financial management. Their structure corresponds to the requirements of the Ministry of Education, Youth and Sports. Reports are prepared by the University Executive Board in cooperation with the relevant rectorate departments and are discussed by the extended University Executive Board, i.e. also at the faculty level. Any faculty comments are properly settled - incorporated/justified for not being incorporated. The material discussed in this way is subsequently approved by the Academic Senate and the University Board of Trustees. The Annual Activity Report monitors the results of all the University's activities in the past year and is an important element of quality assessment, which serves as a basis for monitoring the achievement of the goals set in the strategic plan at the University Executive Board level. Based on analyses of data from the management IS in his/her evaluation report, the Rector regularly presents the achieved results across all activities during the past year at a public meeting of the academic community. The Rector's evaluation report is then published on the University's website and is thus always accessible at any time. Based on the evaluation, the possible threats to the future are defined and the evaluation is thus also a basis for the determination of possible preventive or remedial steps, which are taken at the level of University Executive Board and subsequently also that of Faculty Executive Boards. Partial evaluations of individual activities are carried out regularly at meetings of the University Executive Board and extended University Executive Board. The Rector continuously monitors the fulfilment of quality indicators and takes operative steps to solve the problems that have arisen. The University's Annual Activity Report 2016 was redesigned to correspond with the structure of the Strategic Plan for 2016-2020 and to clearly assess the fulfilment of individual priorities. At the faculty level, annual activity reports and annual financial management reports are prepared, which have a similar structure.

The University also organizes its own surveys, e.g. the latest inquiry into the attitudes of students of doctoral study programs carried out at the University took place in 2016; the findings of these surveys are used to improve educational and creative activities. The external evaluation of the quality of study programs was carried out until 2016 mainly from the level of the Accreditation Commission. After the establishment of the National Accreditation Office for Higher Education, this is within its competence.

Depending on the results of the analyses, the University plans to prepare for the evaluation by a recognized evaluation agency. The assessment of the quality of study programs can also be understood as a form of assessment by a recognition body, which in the case of the University of Pardubice is the Ministry of Health, the Ministry of the Interior and the Ministry of Labour and Social Affairs. The follow-up Master's degree programs of the Faculty of Chemical Technology and Faculty of Transport Engineering meet the FEANI standard and are included in the European Engineering Education Database.

3. ENSURING AND ASSESSING THE QUALITY OF EDUCATIONAL ACTIVITIES

In order to fulfil the mission and vision of the University of Pardubice (see Chapter 1), students must be offered high quality study programs at all three levels of study (bachelor's, master's and doctoral). It can be stated that the instrumentation, material and spatial equipment of the University is of a very good standard and is comparable with similar universities abroad. In addition, significant synergy between educational and creative activities and the involvement of the University in a number of projects (e.g. EU OP) are a prerequisite for further improving the facilities for the implementation of the University's educational activities within standard study programs and lifelong learning. However, the University's strategic plan states that the key problems are often the quality of first-time students and, in some cases, lower interest in studying. A new trend is also seen in the transition from the Bachelor's to the follow-up Master's degree, where students are more often transferring to or from other universities. In the long term, the degree of student failure rate and graduate employment has also been addressed. There is also room for improvement in the structure of study programs, their staffing and support activities aimed not only at excellence, but also at students with special needs. Although the situation varies from faculty to faculty, a number of general trends can be found that are regularly analysed to find ways to solve them successfully.

3.1. Monitored quality indicators

Quick and well-arranged quality analyses are carried out at the University through well-developed information systems (for more information see Chapter 2.4. System Support Tools). The performance and quality of individual educational processes is thus assessed for all degree programs on the basis of a number of internal indicators. In addition, the University also monitors all the indicators required by the MEYS (such as quality indicators or newly a performance part, used to finance HEIs) and the annual activity and financial management reports of the University.

In 2017, the University participated in a joint project of 6 public universities entitled "Information and Analytical Support for the Quality Assessment of Study Programs". Thanks to its experience in obtaining managerial data outputs, the implementation team of the University of Pardubice was a leader in the analytical section of the project. The aim was to design data outputs for assessing the quality of study programs. The results of the work of the analytical section and recommendations for subsequent programming development are as follows:

1) permeability through the candidate-student-graduate process

To carry out a reverse analysis of the development of the initial set of applicants for study in a given study program (field) for a given academic year, through admitted applicants, subsequently enrolled applicants, through students to graduates. Data will be dealt with by faculties, types and forms of study or by individual study programs. The graphical representation will describe the time series, including the ratios of the individual application groups / admitted / enrolled / graduates.

2) study permeability

To analyse the permeability study of a cohort of enrolled students in a given academic year on a specific study program or globally at the faculty in a given type / form of study and to monitor the development of decline in the number of students in each academic year and / or in summary per academic year.

The monitored categories are registered students at the beginning of the academic year; continuing students; interrupted students; students who dropped the studies; with the option to analyse reasons for failure according to the SIMS codes (2-abandonment of study; 3-termination of study for failure to meet the study conditions; 9-"transfer"); successfully completed students = graduates.

3) *graduates by period of study with respect to standard length of study n in categories*

The monitored categories are graduates (0; n) years; graduates (n; n + 1); graduates> n + 1.

4) *unemployment of graduates as registered by the Labour Office*

From the data on unemployed graduates available on the portal of the Labour Office, to assign the unemployment of graduates to study programs.

5) *student credit analysis*

To analyse credits of successful graduates after individual semesters/years. The primary goal with the successful graduates is to be able to compare whether the level of credits obtained by successful graduates is in line with the expectations given by the Study and Examination Regulations to the limits of credits leading to termination of study for failure to fulfil study obligations and thus have a basis for possible adjustment of the conditions of study in the Study and Examination Regulations of the University.

6) *study program information*

student data

- number of applications, admissions, enrolments,
- number of studies as of October 31, or December 31, as relevant
- numbers of incoming + outgoing mobilities for the academic year period according to arrival / departure and return dates,
- number of students by nationality,
- payments for extended periods of study - number of students, number of assessments, amount of fees assessed, amount after appeals, paid, unpaid, collected and others,
- Scholarships:
    - for outstanding study results, accommodation allowance, social, extraordinary and other,
    - number of students, number of assessments, total amount of scholarships paid for a given type,
- numbers of graduates - breakdown by n; n + 1; > n + 1,
- unsuccessful students (SIMS termination codes 2, 3, 9),
- numbers of unemployed by biannual outputs of Labour Offices,
- data about teachers in the study plan of the program,
    - numbers of professors, associate professors, senior lecturers, lecturers according to their occurrence in the schedule events of the study plan courses.

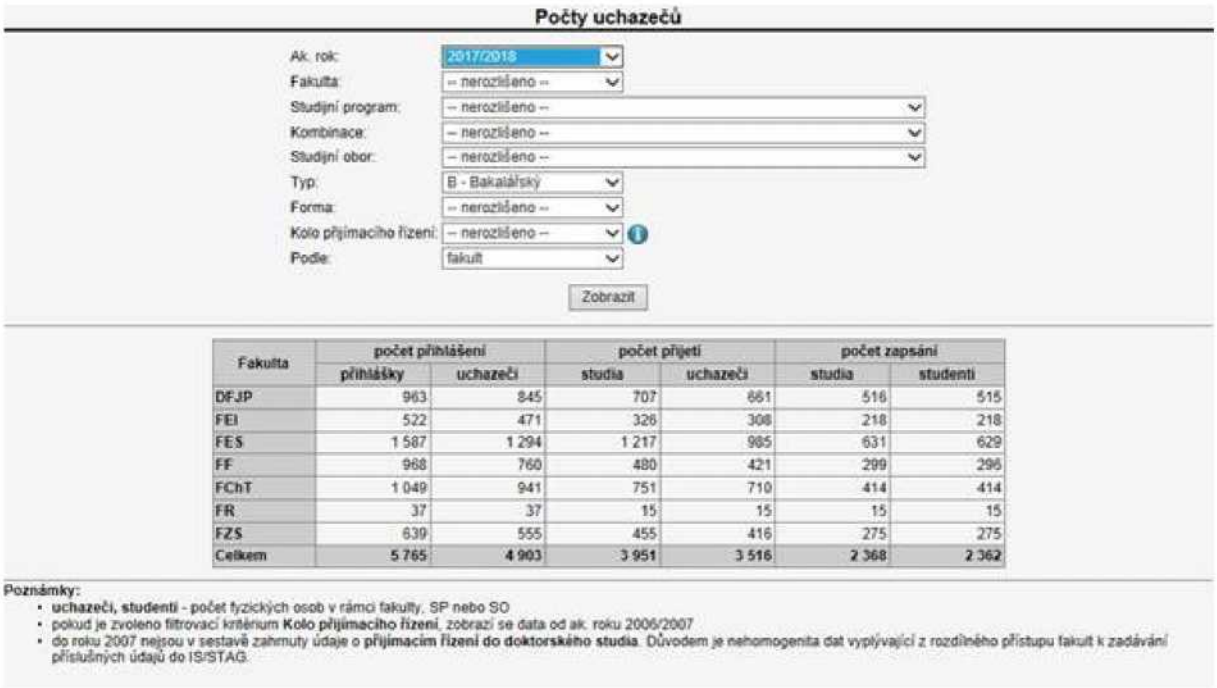
The universities involved in the project in 2017 agreed to continue it in 2018. It can be stated that at the

University of Pardubice most of the data in the structure indicated is available even now.

3.2. Students

The **interest of applicants for study at the University of Pardubice** and the level of admitted students testifies to the degree of attractiveness and demand for study, i.e. the University's ability to reach and attract as many students as possible, with real motivation and interest in the study program. This parameter is continuously monitored by the University Executive Board and individual Faculty Executive Boards before the deadline for submitting applications (see Figure 3-1). By default, basic indicators and their changes are discussed in the extended University Executive Board.

In recent years there has been a decreasing trend in the number of applied, admitted and enrolled students. This is predominantly related to the demographic development in the Czech Republic, although in the conditions of the University of Pardubice there are obvious differences between individual faculties. In the academic year 2017/2018, the admission rate to UPa, determined as the ratio of admitted applicants to the total number of applicants for bachelor programs, was 71.7 percent. However, the enrolment rate, calculated as the percentage of enrolled applicants out of the total number of applied applicants, was only 48.2 percent. It should be noted that some faculties (mainly those specializing in technical and natural sciences) accept most applicants only on the basis of the results of their studies at secondary school, knowing that it is possible that some of them may not advance to further studies after the first year (FTE, FChT, FEEI). It is basically a postponed admission procedure until the winter semester of the first year of study. Complex admission procedures, including talent examinations, on the other hand, are completed by applicants for study at the FR. Other faculties, i.e. FHS, FAP and FEA, hold entrance examinations, but the result has been in recent years that the proportion of admitted students has been increasing every year with the number of applicants decreasing. All faculties, with the exception of FR, hold the second round of the admission procedure,



Počty uchazečů

Ak. rok: 2017/2018
Fakulta: -- nerozlišeno --
Studijní program: -- nerozlišeno --
Kombinace: -- nerozlišeno --
Studijní obor: -- nerozlišeno --
Typ: B - Bakalářský
Forma: -- nerozlišeno --
Kolo přijímacího řízení: -- nerozlišeno --
Podle: fakult
Zobrazit

Fakulta	počet přihlášení		počet přijetí		počet zapsání	
	přihlášky	uchazeči	studia	uchazeči	studia	studenti
DFJP	963	845	707	661	516	515
FEI	522	471	326	308	218	218
FES	1 587	1 294	1 217	985	631	629
FF	968	760	480	421	299	296
FChT	1 049	941	751	710	414	414
FR	37	37	15	15	15	15
FZS	639	555	455	416	275	275
Celkem	5 765	4 903	3 951	3 516	2 368	2 362

Poznámky:
- **uchazeči, studenti** - počet fyzických osob v rámci fakulty, SP nebo SO
- pokud je zvoleno filtrovací kritérium **Kolo přijímacího řízení**, zobrazí se data od ak. roku 2006/2007
- do roku 2007 nejsou v sestavě zahrnuty údaje o **přijímacím řízení do doktorského studia**. Důvodem je nehomogenita dat vyplývající z rozdílného přístupu fakult k zadávání příslušných údajů do IS/STAG.

because usually after the 1st round some study programs do not meet the expected number of enrolled students. To sum up, the rate of solving the issue of quality of candidates through the admission procedure (except FR) has been decreasing in recent years. The aim is often to meet the expected number of enrolled students and move the real admission procedure into the first months of study.

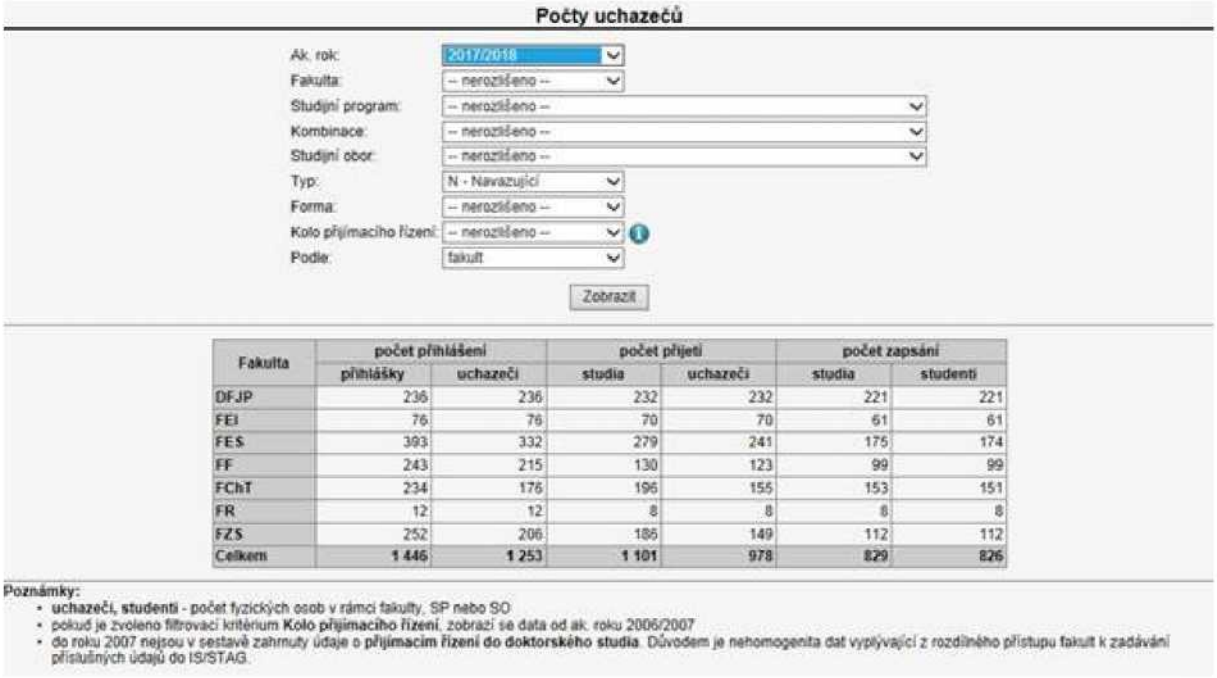
Figure 3-1 Number of applicants for undergraduate study by faculty as applied/admitted/enrolled (academic year 2017/18)

In order to prevent some applicants who have passed the admission procedure from studying at the University for a long period of time without adequate study results, the UPa has made significant **adjustments to the university-wide study and examination regulations** in order to increase the quality requirements for passing the study from the perspective of checks on fulfilment of requirements for study results. The Study and Examination Regulations registered at the Ministry of Education, Youth and Sports on October 1, 2006 first introduced the obligation for students to achieve at least 20 credits in each academic year of study. Using a database (MIS Study module), a detailed analysis of credit gain data for each study period (semesters, academic years) was conducted for both successful and unsuccessful graduates since 2006. More than 90 percent of the extremely problematic students of the first semester do not complete their studies. The final outcome of the analysis was therefore an amendment to the Study and Examination Regulations from the academic year 2011/12, which introduced in the first year of the bachelor's study a condition to obtain at least 10 credits per winter semester and, overall for each academic year, the limit in undergraduate and follow-up postgraduate study programs has been shifted to 30 credits. Since the academic year 2014/15, the limits of credits gained have been tightened from 10 to 15 and from 30 to 40 credits.

On the other hand, the faculties create conditions for students with good study prerequisites (but with insufficient knowledge base from secondary school) to acquire the missing knowledge. For example, the faculties organize **preparatory courses** for applicants prior to admission exams, while some faculties organize these courses for applicants already admitted.

In view of the above trends in the number and quality of applicants, the University has also decided to innovate and intensify its **communication activities towards prospective applicants**. The offer of study programs is an integral part of the University website. The University publishes brochures that provide students with a clear overview of all programs offered. In 2016, the University responded to ever-changing forms of communication and, with the help of its students, created a clearer, more understandable and accessible web-based interface to reach applicants in their own language (EVOLUPCE project). At the same time, communication via social networks (Twitter, Facebook, Instagram) has been extended. Participation in foreign and domestic trade fairs focused on education is also supported. In 2016, the concept of the presentation of the study programs of the University at the Gaudeamus post-secondary and lifelong education was changed. The newly set up modern and interactive concept of the stand and the presentation of the University in 2017 at the fair brought increased interest in obtaining information about the study programs offered by the faculties. Moreover, in the competition of 300 educational institutions, including foreign ones, the fair jury awarded the complexity of the presentation of the University of Pardubice with the 3rd place. The University also participates in these fairs in other cities (Prague, Nitra and Bratislava). The regular Open Days at all faculties are also a standard communication tool. Popular educational events such as the Young Researchers' Night, the European Researchers' Night and the UNIVERSITAS Café, the Olympic Sports Park in Pardubice, and other opportunities to inform about the University's study programs are also available. The faculties cooperate with secondary schools either directly in the form of personal cooperation of individual employees, which is backed by an agreement between the respective schools. At the university and faculty level, professional competitions are also co-organized focusing primarily on secondary school students and primary school pupils. Also, Student Professional Activities, Student Research Activities and, for example, the secondary school competition Looking for the Best Young Chemist, Chemiklání and Festival of Science and Technology of the Pardubice Region, are already traditional activities to increase interest in studying at the University of Pardubice.

In the admission procedure for the follow-up postgraduate study programs, the situation differs from the undergraduate study programs. Basic data obtained from the MIS management information system are summarized in Figure 3-2. The enrolment rate, calculated as the proportion of enrolled applicants from the total number of applied applicants, is 61.2 percent higher. By faculty, however, it ranges from 46 percent at FAP up to 93.6 percent at FTE. More remarkable is the enrolment/admission ratio, which is the lowest for FEA, FHS and FAP (ranging from 72 to 80 percent). As for the remaining faculties, the number of enrolled applicants is equal to the number of admitted applicants. Unenrolled admitted applicants either applied for more study programs at the University of Pardubice, or passed an admission procedure at another university and then preferred it or decided not to continue in higher education. Detailed analysis cannot be performed with the available data as the University does not have access to SIMS data on students who have already completed their studies at the University of Pardubice.



Počty uchazečů

Ak. rok: 2017/2018
Fakulta: -- nerozlišeno --
Studijní program: -- nerozlišeno --
Kombinace: -- nerozlišeno --
Studijní obor: -- nerozlišeno --
Typ: N - Navazující
Forma: -- nerozlišeno --
Kolo přijímacího řízení: -- nerozlišeno --
Podle: fakult
Zobrazit

Fakulta	počet přihlášení		počet přijetí		počet zapsání	
	přihlášky	uchazeči	studia	uchazeči	studia	studenti
DFJP	236	236	232	232	221	221
FEI	76	76	70	70	61	61
FES	393	332	279	241	175	174
FF	243	215	130	123	99	99
FChT	234	176	196	155	153	151
FR	12	12	8	8	8	8
FZS	252	206	186	149	112	112
Celkem	1 446	1 253	1 101	978	829	826

Poznámky:
- **uchazeči, studenti** - počet fyzických osob v rámci fakulty, SP nebo SO
- pokud je zvoleno filtrovací kritérium **Kolo přijímacího řízení**, zobrazí se data od ak. roku 2006/2007
- do roku 2007 nejsou v sestavě zahrnuty údaje o **přijímacím řízení do doktorského studia**. Důvodem je nehomogenita dat vyplývající z rozdílného přístupu fakult k zadávání příslušných údajů do IS/STAG.

Figure 3-2 Number of applicants for the follow-up postgraduate program by faculty in the structure of applied/admitted/enrolled (academic year 2017/18)

However, it is easy to obtain data (see Figure 3-3) from the information system of the University about the number of students of the follow-up postgraduate study program who come to the University of Pardubice with a bachelor's degree from another Czech or foreign university. It is clear that for the academic year 2017/18 this proportion was 27 percent, i.e. more than a quarter of all students in the follow-up programs of the University of Pardubice came from another university. This proportion is higher in the combined form of study, where it reaches almost 50 percent. The situation at individual faculties is also different. In the combined form of study, most students from other universities come to the FHS, up to 65 percent. In full-time studies, the proportion of students from other universities is almost negligible (less than 7 percent) at FEEI, FChT, FR and FHS. For the remaining faculties, the proportion of full-time studies is significantly higher and reaches, for example, up to 27 percent at the Faculty of Arts.

FAKULTA	FORMA STUDIA	STUDENTU CELKEM	Z JINÝCH VŠ	Procentní podíl
DFJP	prezenční	99	12	12 %
FEI	prezenční	61	4	7 %
FES	prezenční	96	23	24 %
FF	prezenční	99	27	27 %
FChT	prezenční	156	10	6 %
FR	prezenční	8	0	0 %
UPa celkem	prezenční	519	76	15 %
DFJP	kombinovaná	123	50	41 %
FES	kombinovaná	82	29	35 %
FZS	kombinovaná	117	76	65 %
UPa celkem	kombinovaná	322	155	48 %
UPa celkem	**prez. + komb.**	**841**	**231**	**27 %**

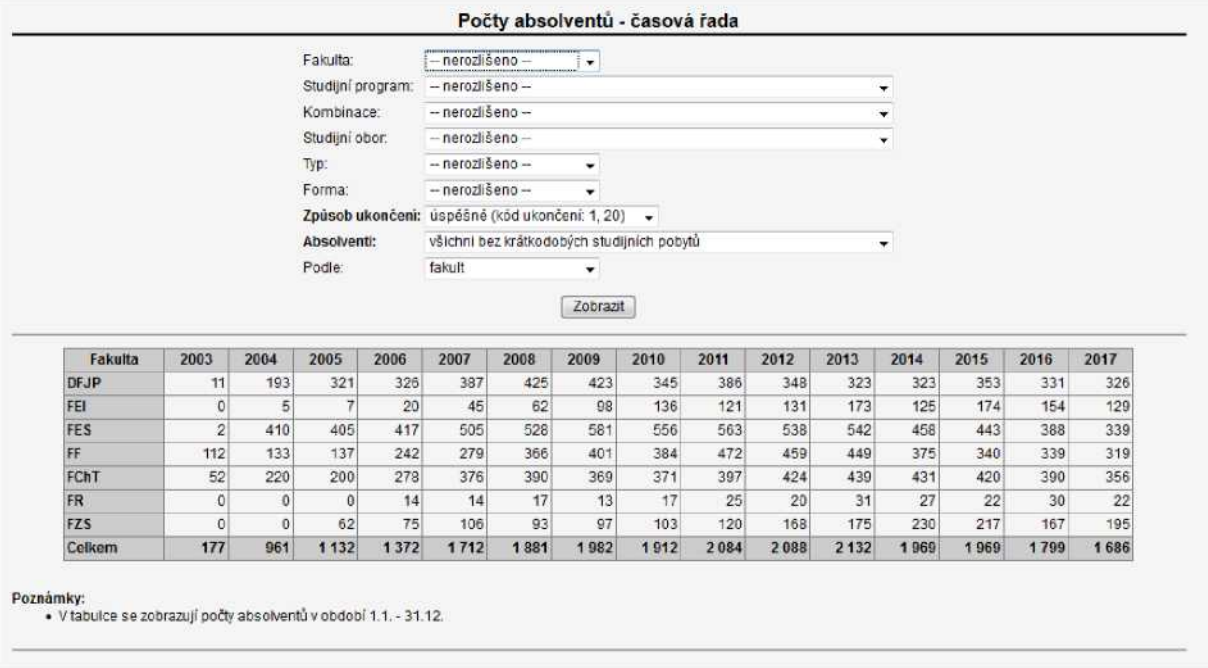
Figure 3-3 Number of students enrolled in follow-up postgraduate study programs by faculty in the structure of total and those coming from other universities (academic year 2017/18)

A similar table is shown in Figure 3-4 for **admissions to doctoral degree programs**. Of the newly admitted and enrolled students, 38 percent are graduates of postgraduate study programs at another university.

FAKULTA	FORMA STUDIA	STUDENTU CELKEM	Z JINÝCH VŠ	Procentní podíl
DFJP	prezenční	7	2	29 %
FEI	prezenční	4	0	0 %
FES	prezenční	5	4	80 %
FF	prezenční	11	6	55 %
FChT	prezenční	24	2	8 %
UPa celkem	prezenční	51	14	27 %
DFJP	kombinovaná	16	10	63 %
FES	kombinovaná	1	1	100 %
FF	kombinovaná	4	2	50 %
FChT	kombinovaná	1	1	100 %
UPa celkem	kombinovaná	22	14	64 %
UPa	**prez. + komb.**	**73**	**28**	**38%**

Figure 3-4 Number of students enrolled in PhD study by faculty in the structure of total and those coming from other universities (academic year 2017/18)

The **number of successful graduates** is an important indicator. The time series available to all MIS users covers the range from 2003 to the present. The data is shown in Figure 3-5, the maximum was reached in 2013.



Počty absolventů - časová řada

Fakulta: -- nerozlišeno --
Studijní program: -- nerozlišeno --
Kombinace: -- nerozlišeno --
Studijní obor: -- nerozlišeno --
Typ: -- nerozlišeno --
Forma: -- nerozlišeno --
Způsob ukončení: úspěšné (kód ukončení: 1, 20)
Absolventi: všichni bez krátkodobých studijních pobytů
Podle: fakult

Zobrazit

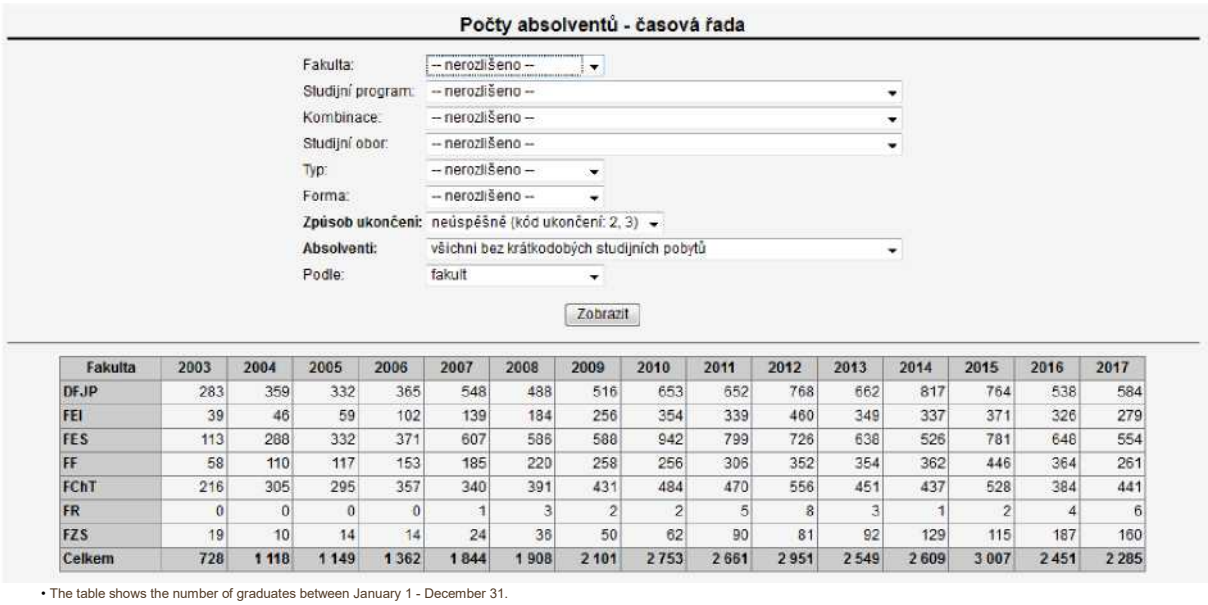
Fakulta	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
DFJP	11	193	321	326	387	425	423	345	386	348	323	323	353	331	326
FEI	0	5	7	20	45	62	98	136	121	131	173	125	174	154	129
FES	2	410	405	417	505	528	581	556	563	538	542	458	443	388	339
FF	112	133	137	242	279	366	401	384	472	459	449	375	340	339	319
FChT	52	220	200	278	376	390	369	371	397	424	439	431	420	390	356
FR	0	0	0	14	14	17	13	17	25	20	31	27	22	30	22
FZS	0	0	62	75	106	93	97	103	120	168	175	230	217	167	195
Celkem	177	961	1 132	1 372	1 712	1 881	1 982	1 912	2 084	2 088	2 132	1 969	1 969	1 799	1 686

Poznámky:
- V tabulce se zobrazují počty absolventů v období 1.1. - 31.12.

Figure 3-5 Development of the number of successfully completed studies (graduates) by faculty (Note: in 2003, the data on graduates were not yet complete in IS STAG)

Since this turning point, a slight decrease in the number of graduates has been apparent, mainly related to demographic development and a decreasing number of students. Figure 3-6 shows the **development of the number of failed studies** for the same period. Comparing with the data in Figure 3-5, it is clear that, with the exception of FR and FHS, the number of failed studies is higher than the number of successful graduates.

Comments:



Počty absolventů - časová řada

Fakulta: -- nerozlišeno --
Studijní program: -- nerozlišeno --
Kombinace: -- nerozlišeno --
Studijní obor: -- nerozlišeno --
Typ: -- nerozlišeno --
Forma: -- nerozlišeno --
Způsob ukončení: neúspěšné (kód ukončení: 2, 3)
Absolventi: všichni bez krátkodobých studijních pobytů
Podle: fakult

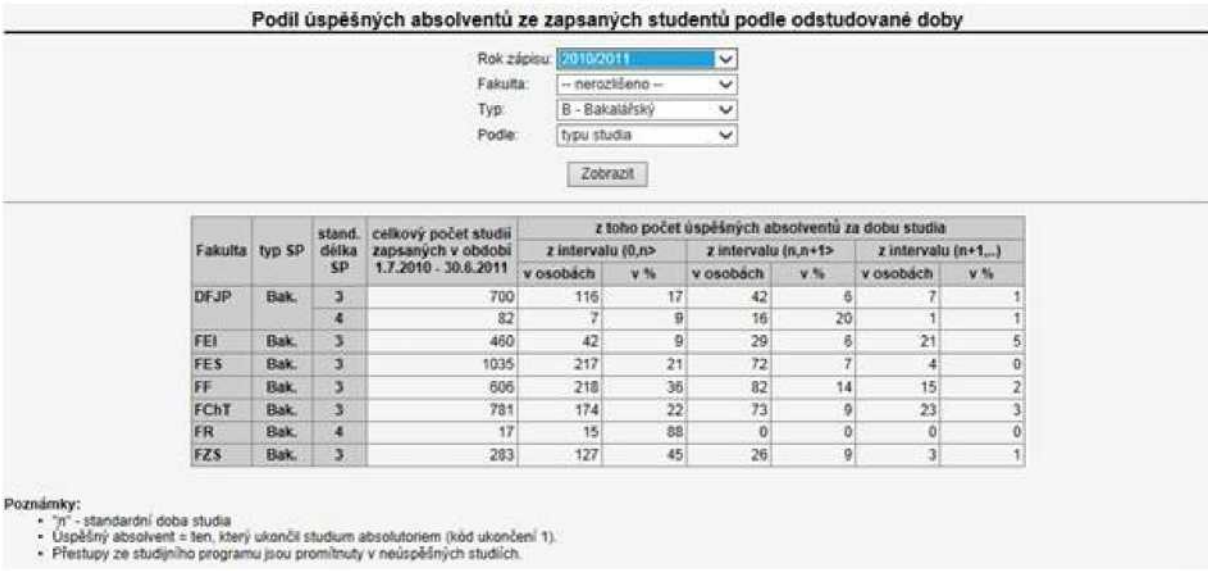
Zobrazit

Fakulta	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
DFJP	283	359	332	365	548	488	516	653	652	768	662	817	764	538	584
FEI	39	46	59	102	139	184	256	354	339	460	349	337	371	326	279
FES	113	288	332	371	607	586	588	942	799	726	638	526	781	648	554
FF	58	110	117	153	185	220	258	256	306	352	354	362	446	364	261
FChT	216	305	295	357	340	391	431	484	470	556	451	437	528	384	441
FR	0	0	0	0	1	3	2	2	5	8	3	1	2	4	6
FZS	19	10	14	14	24	38	50	62	90	81	92	129	115	187	160
Celkem	728	1 118	1 149	1 362	1 844	1 908	2 101	2 753	2 661	2 951	2 549	2 609	3 007	2 451	2 285

- The table shows the number of graduates between January 1 - December 31.

Figure 3-6 Development of the number of failed studies by faculty (Note: in 2003, the data were not yet complete in IS STAG)

In order to identify bottlenecks of study, the University continues to monitor the so-called **permeability of study** in the long term, i.e. the cohort of students enrolled at the UPa in a given year is monitored and the proportion of students who completed their studies in standard time of study n, n+1 and >n+1. For example, for students enrolled in the 2010/11 academic year, the results are shown in Figures 3-7, 3-8 and 3-9 for undergraduate, postgraduate and doctoral studies.



Podíl úspěšných absolventů ze zapsaných studentů podle odstudované doby

Rok zápisu: 2010/2011
Fakulta: -- nerozlišeno --
Typ: B - Bakalářský
Podle: typu studia
Zobrazit

Fakulta	typ SP	stand. délka SP	celkový počet studií zapsaných v období 1.7.2010 - 30.6.2011	z toho počet úspěšných absolventů za dobu studia					
				z intervalu (0,n>		z intervalu (n,n+1>		z intervalu (n+1,..)	
				v osobách	v %	v osobách	v %	v osobách	v %
DFJP	Bak.	3	700	116	17	42	6	7	1
		4	82	7	9	16	20	1	1
FEI	Bak.	3	460	42	9	29	6	21	5
FES	Bak.	3	1035	217	21	72	7	4	0
FF	Bak.	3	606	218	36	82	14	15	2
FChT	Bak.	3	781	174	22	73	9	23	3
FR	Bak.	4	17	15	88	0	0	0	0
FZS	Bak.	3	283	127	45	26	9	3	1

Poznámky:
- "n" - standardní doba studia
- Úspěšný absolvent = ten, který ukončil studium absolutoriem (kód ukončení 1).
- Přestupy ze studijního programu jsou promítnuty v neúspěšných studiích.

Figure 3-7 Percentage of successful bachelor's study graduates in the cohort of students enrolled in 2010/11

It can be seen from Figure 3-7 that 88 percent of FR students complete their bachelor's studies in a standard time. This is the highest number of all faculties and it can be concluded that this is in line with the selectiveness of study and the system of admission of students to study. On the other hand, FEEI has the lowest rate of successful completion of studies in standard time; it does not exceed 10 percent. The FTE, FEA and FChT success rates are around 20 percent. The highest overall success rate (between 2010 and present) for the considered group of students is again at FR (88 percent), followed by FHS (55 percent), FAP (51 percent), FChT (34 percent), FEEI (30 percent), FEA (28 percent) and FTE (24 percent).

Figures 3-8 and 3-9 show similar data for follow-up postgraduate and doctoral students. It is obvious that the rate of completion of studies in the standard time of study and in the overall interval considered is significantly higher. For example, for follow-up postgraduate programs, with the exception of FEEI (64 percent) at all faculties, the overall success rate is over 70 percent.

Podíl úspěšných absolventů ze zapsaných studentů podle odstudované doby

Rok zápisu: 2010/2011
Fakulta: -- nerozlišeno --
Typ: N - Navazující
Podle: typu studia
Zobrazit

Fakulta	typ SP	stand. délka SP	celkový počet studií zapsaných v období 1.7.2010 - 30.6.2011	z toho počet úspěšných absolventů za dobu studia					
				z intervalu (0,n>		z intervalu (n,n+1>		z intervalu (n+1,..)	
				v osobách	v %	v osobách	v %	v osobách	v %
DFJP	Nav.	2	205	82	40	54	26	9	4
FEI	Nav.	2	75	26	35	18	24	4	5
FES	Nav.	2	404	164	41	57	14	5	1
FF	Nav.	2	163	61	37	56	34	3	2
FChT	Nav.	2	205	139	68	14	7	0	0
FR	Nav.	2	13	2	15	9	69	1	8
FZS	Nav.	2	52	38	73	3	6	0	0

Poznámky:
- "n" - standardní doba studia
- Úspěšný absolvent = ten, který ukončil studium absolutoriem (kód ukončení 1).
- Přestupy ze studijního programu jsou promítnuty v neúspěšných studiích.

Figure 3-8 Proportion of successful graduates of follow-up postgraduate studies in the cohort of students enrolled in 2010/11

Podíl úspěšných absolventů ze zapsaných studentů podle odstudované doby

Rok zápisu: 2010/2011
Fakulta: -- nerozlišeno --
Typ: D - Doktorský
Podle: typu studia
Zobrazit

Fakulta	typ SP	stand. délka SP	celkový počet studií zapsaných v období 1.7.2010 - 30.6.2011	z toho počet úspěšných absolventů za dobu studia					
				z intervalu (0,n>		z intervalu (n,n+1>		z intervalu (n+1,..)	
				v osobách	v %	v osobách	v %	v osobách	v %
DFJP	Dok.	3	37	1	3	0	0	3	8
FEI	Dok.	4	12	0	0	1	8	1	8
FES	Dok.	3	16	5	31	2	13	2	13
FF	Dok.	3	20	2	10	1	5	5	25
FChT	Dok.	3	7	1	14	1	14	1	14
		4	52	9	17	9	17	8	15
FZS	Dok.	3	1	0	0	1	100	0	0

Poznámky:
- "n" - standardní doba studia
- Úspěšný absolvent = ten, který ukončil studium absolutoriem (kód ukončení 1).
- Přestupy ze studijního programu jsou promítnuty v neúspěšných studiích.

Figure 3-9 Proportion of successful graduates of Ph.D. studies in the cohort of students enrolled in 2010/11

In 2016, the UPa conducted a more detailed pilot analysis of study permeability, which views the summary data presented in Figures 3-7, 3-8 and 3-9 also in terms of the dynamics of their development. The permeability of studies after each year of study is then correlated with the number of credits obtained in individual semesters/academic years and at the same time "problematic" subjects are identified, both from the point of view of completion rate and from the point of view of the grading of the course as well as from the point of view of evaluation of the course by students. The evaluation of results and, in particular, the incorporation of their conclusions into the admission procedure and the implementation of study programs are currently being discussed at all levels of the university management.

In addition to analysing the state, the University is looking for ways to create better conditions to study and motivate students. Great attention is paid, for example, to the **financial motivation of students** to achieve quality study results. Two types of scholarships are defined within the Scholarship Regulations of the University of Pardubice, the amount of which is directly related to the quality of study results:

- merit scholarship, which is paid regularly very month and the amount of which depends on the results achieved in the previous academic year. Until the academic year 2013/14, their amount was set to 2400/1600/800CZK per month according to the achieved weighted average to 1.2/1.5/2.0. Since the academic year 2014/15, the scholarships for these limits have been increased to 4000/2000/1000CZK per month,
- scholarship for outstanding academic achievement, which is paid in a lump sum or even monthly, scholarship for support of study abroad, scholarship for excellent research or creative results and award for excellent thesis.

The Scholarship Regulations of the University also define other possibilities of support of study in the form of scholarships. An overview of their types and time series of scholarships paid by type is shown in Figure 3-10.

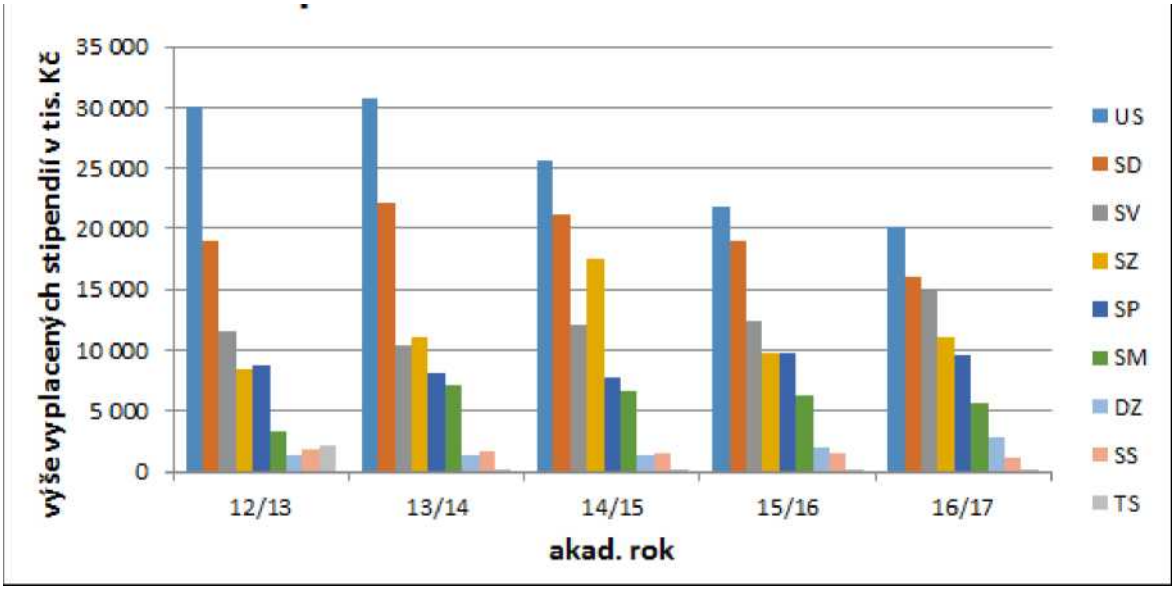


Figure 3-10 Time series of scholarships paid at the University of Pardubice in 2012 to 2017.

Note: US is accommodation scholarship (monthly fee 600 CZK/student), SD - doctoral scholarships, SV - scholarships for creative activities, SZ - mobility scholarships, SP - merit scholarships and scholarships for outstanding academic achievement, SM - extraordinary scholarships (e.g. sport, artistic activity, assistance for the handicapped), DZ - scholarships of the Centre for International Cooperation in Education, SS - social scholarships, TS - scholarships in an extraordinarily difficult situation

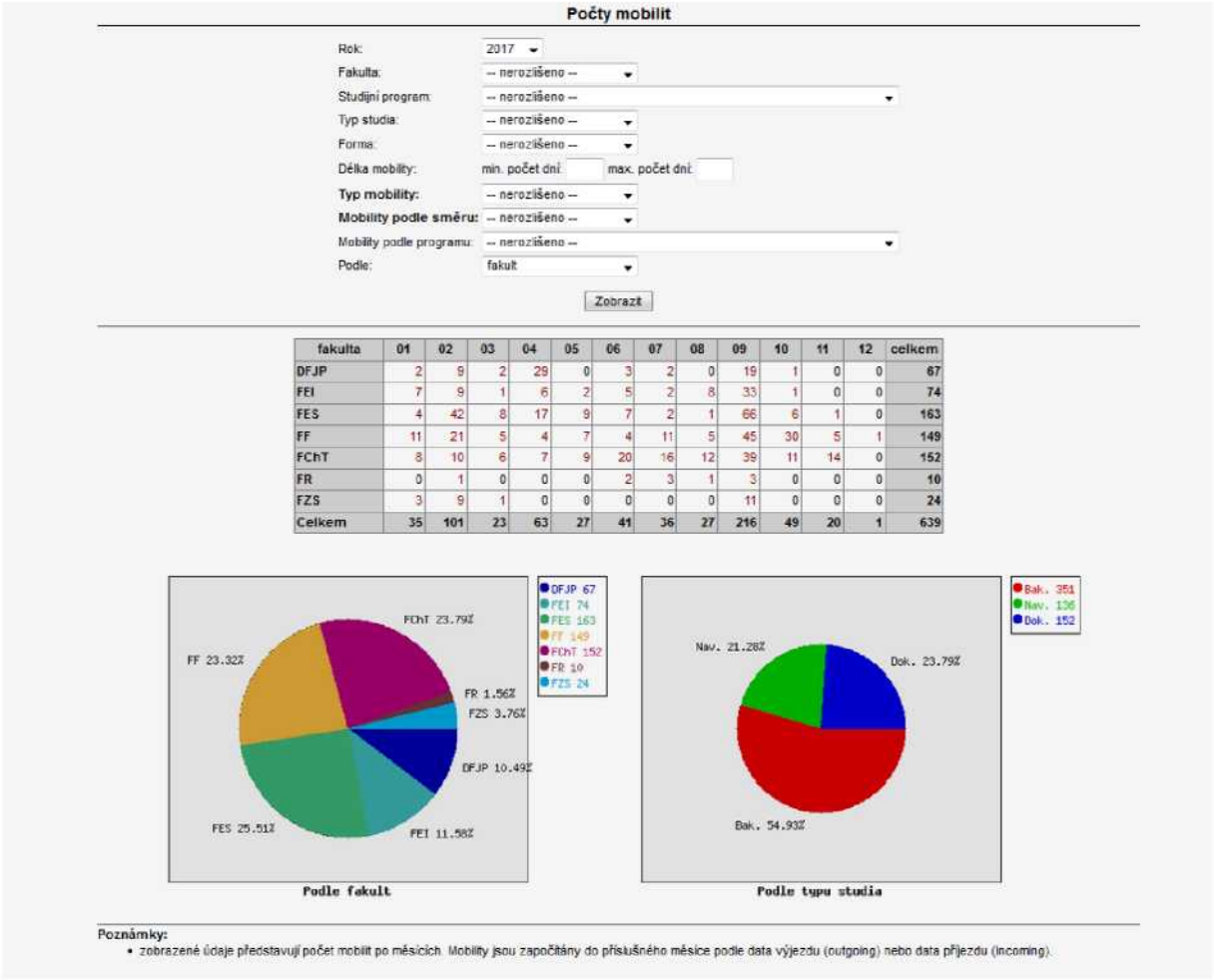
The **Student Grant Competition** plays an important role in stimulating students' creative activities, especially in the follow-up Master's and Doctoral study programs. On the basis of submitted project applications from individual faculties, the Internal Grant Agency, composed of representatives of faculties and University Executive Board, decides on the allocation of funds for individual projects. The typical use of funds in the form of outputs is illustrated in Figure 3-11.

Typické výsledky SGS	2014	2015	2016
dokončené diplomové, rigorózní a disertační práce	265	278	235
odborná kniha	5	3	1
kapitola v odborné knize	18	11	13
článek ve sborníku	262	320	223
recenzovaný odborný článek	105	136	130
užitný vzor		1	1
funkční vzorek	8	5	5
software	12	13	20
uspořádání konference	13	6	4

Figure 3-11 Outputs of the Student Grant Competition of the University of Pardubice in 2014 - 2016

Student Scientific Professional Activity has proven effective at some faculties (e.g. FChT, FAP, FHS). Involvement of students in the competition includes several indisputable advantages. The first is an opportunity to practice the methodology of scientific work, the other is the results themselves, which can often be shared with the general scientific community. The opportunity of practicing scientific lectures by students in front of a professional audience and financial motivation is also important. The aforementioned activities also result in the achievements of the University's students at national or international competitions and conferences such as the Shimadzu Prize, the Merck Prize, the Siemens Prize, the Global Management Challenge, the National Student Science Conference of History, and the national conference for students of non-medical health programs. Since 2006, the FHS has organized a nationwide conference for non-medical health care students.

Student mobility is an important parameter affecting quality (excellence) in education. Figure 3-12 shows their structure by faculty and type of study. Figure 3-13 shows the diachrony by faculties. It can be stated that since 2010 the number of mobilities has stabilized at approximately 600 with the highest proportion of students of FChT, FEA and FAP.



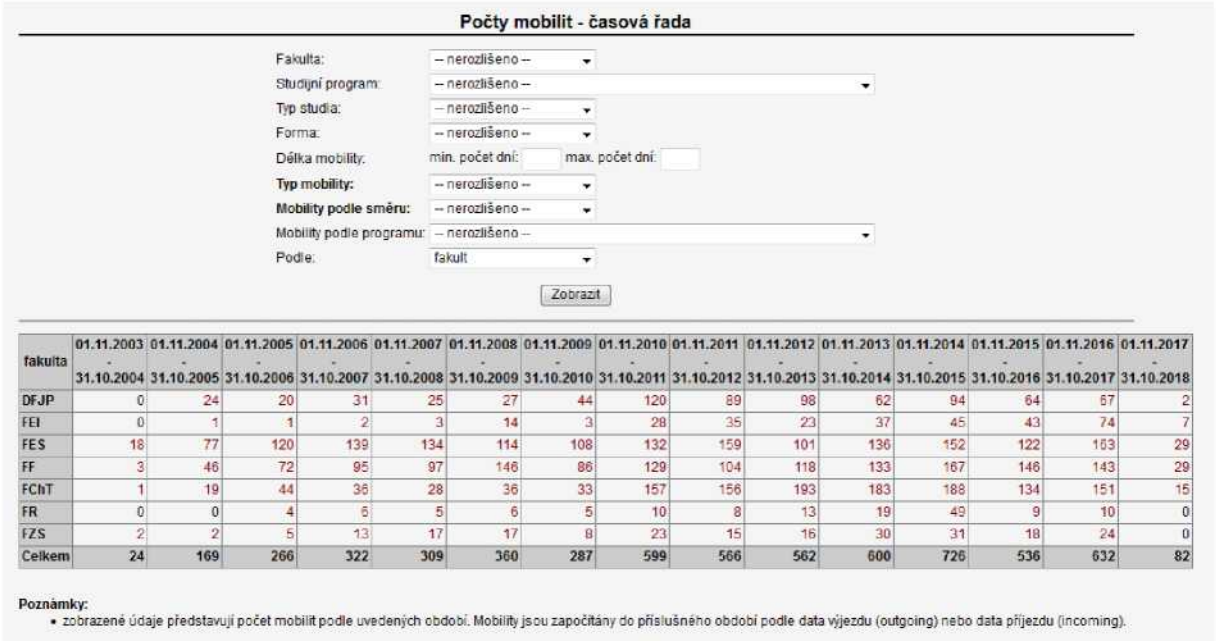
Počty mobilit

Rok: 2017
Fakulta: -- nerozlišeno --
Studijní program: -- nerozlišeno --
Typ studia: -- nerozlišeno --
Forma: -- nerozlišeno --
Délka mobility: min. počet dní: max. počet dní:
Typ mobility: -- nerozlišeno --
Mobility podle směru: -- nerozlišeno --
Mobility podle programu: -- nerozlišeno --
Podle: fakult
Zobrazit

fakulta	01	02	03	04	05	06	07	08	09	10	11	12	celkem
DFJP	2	9	2	29	0	3	2	0	19	1	0	0	67
FEI	7	9	1	6	2	5	2	8	33	1	0	0	74
FES	4	42	8	17	9	7	2	1	66	6	1	0	163
FF	11	21	5	4	7	4	11	5	45	30	5	1	149
FChT	8	10	6	7	9	20	16	12	39	11	14	0	152
FR	0	1	0	0	0	2	3	1	3	0	0	0	10
FZS	3	9	1	0	0	0	0	0	11	0	0	0	24
Celkem	35	101	23	63	27	41	36	27	216	49	20	1	639

Poznámky:
- zobrazené údaje představují počet mobilit po měsících. Mobility jsou započítány do příslušného měsíce podle data výjezdu (outgoing) nebo data příjezdu (incoming).

Figure 3-12 Student mobility in 2017 by faculties and type of study



Počty mobilit - časová řada

Fakulta: -- nerozlišeno --
Studijní program: -- nerozlišeno --
Typ studia: -- nerozlišeno --
Forma: -- nerozlišeno --
Délka mobility: min. počet dní: max. počet dní:
Typ mobility: -- nerozlišeno --
Mobility podle směru: -- nerozlišeno --
Mobility podle programu: -- nerozlišeno --
Podle: fakult
Zobrazit

fakulta	01.11.2003 - 31.10.2004	01.11.2004 - 31.10.2005	01.11.2005 - 31.10.2006	01.11.2006 - 31.10.2007	01.11.2007 - 31.10.2008	01.11.2008 - 31.10.2009	01.11.2009 - 31.10.2010	01.11.2010 - 31.10.2011	01.11.2011 - 31.10.2012	01.11.2012 - 31.10.2013	01.11.2013 - 31.10.2014	01.11.2014 - 31.10.2015	01.11.2015 - 31.10.2016	01.11.2016 - 31.10.2017	01.11.2017 - 31.10.2018
DFJP	0	24	20	31	25	27	44	120	89	98	62	94	64	67	2
FEI	0	1	1	2	3	14	3	28	35	23	37	45	43	74	7
FES	18	77	120	139	134	114	108	132	159	101	136	152	122	103	29
FF	3	46	72	95	97	146	86	129	104	118	133	167	146	143	29
FChT	1	19	44	36	28	36	33	157	156	193	183	188	134	151	15
FR	0	0	4	5	5	6	5	10	8	13	19	49	9	10	0
FZS	2	2	5	13	17	17	8	23	15	16	30	31	18	24	0
Celkem	24	169	266	322	309	360	287	599	566	562	600	726	536	632	82

Poznámky:
- zobrazené údaje představují počet mobilit podle uvedených období. Mobility jsou započítány do příslušného období podle data výjezdu (outgoing) nebo data příjezdu (incoming).

Figure 3-13 Time series of student mobility development by faculties (2003 - 2017)

In the last few years, several departments have been working at the university to assist students in their orientation in the academic environment and in solving difficult life situations. For example, students of the University use the services of the **Academic Counselling Centre of the University of Pardubice** (APUPA) focused mainly on psychological and psychosocial counselling, career counselling, social counselling and support, crisis intervention counselling (both telephone and electronic), counselling for foreign students, study counselling and special pedagogy counselling. Also popular are the APUPA Outgoing Courses - Personality Competence Development Group. The **Career Centre of the University of Pardubice** offers counselling, courses, trainings and workshops to support students before graduation in order to improve their orientation in the labour market. The FChT **Centre of Professional Contacts** focused on chemistry and related areas has a similar focus. The centres also offer the opportunity of establishing cooperation for graduates of the University of Pardubice. The **ALMA Centre** carries out or mediates diagnostics of students with special needs in order to optimize their study and related activities of the selected study program. It also offers students with special educational needs the opportunity of lending compensatory aids, or study and personal assistance. The purpose is to improve the quality of study for these students.

Employment of graduates (or unemployment rate, as relevant) is monitored on the basis of information from the portal of the Ministry of Labour and Social Affairs, in a structure by study programs/branches of study (see, for example, Figure 2-2 in Section 2.4 of this report). In recent years, the unemployment rate has been rising especially among graduates of some undergraduate programs, and therefore the faculty has been implementing various measures for several years in an effort to eliminate this negative trend. Increased cooperation with partners from the application sphere has proved its worth. Cooperation takes various forms, in particular the joint preparation and implementation of research projects, the involvement of specialists in the teaching of vocational courses, student practical training in selected companies, expert consultation and also professional courses in the framework of further professional (lifelong) education. Some faculties have also increased the emphasis on assigning topics of theses directly from practice. The annual event KONTAKT organized by FEA and FChT is also popular with students. In one place, students have the opportunity to attend individual meetings with representatives of companies operating in different areas of the economy. Students can ask about detailed working conditions and the course of the admission procedure in personal consultations with company personnel managers and offer their CV to the HR staff. Students of lower grades can ask for practical training and internships or arrange a topic of their thesis. During the course of the day, students can consult their CV with an expert, try out a free interview, attend workshops, participate in various competitions for prizes that companies have prepared for students, or attend their lectures. There is also a catalogue prepared for all participants of the event, which is a summary of basic information about the participating companies and could help students to decide on their future career choice.

3.3. Study programs

This part of the report focuses on the whole process of preparation, implementation and evaluation, i.e. the life cycle of the study program. Attention is paid to the evaluation of the quality of preparation and assessment of accreditation materials at the University. In the implementation phase of the study program, emphasis is placed on the quality of teaching, i.e. academic staff, conditions for their work, and control and motivation mechanisms. An important element is also the system of evaluation and feedback, whether it is the evaluation of study programs by students or external entities.

The University of Pardubice has devoted considerable attention to the **preparation and accreditation of study programs**. From 2012 to 2016, proposals for the accreditation of degree programs and fields were assessed internally by the Committee for the Assessment of Proposals for Accreditation Applications. In its activities, the Committee followed the Rector's Directive No. 1/2012 "Activities of the Committee for the Assessment of Proposals for Accreditation Applications at the University of Pardubice". The members of the Committee and its chairperson were appointed and removed by the Rector, and the commissioned vice-rector was appointed chairperson of the Committee. The Committee members were prominent experts from among the academic staff of each faculty nominated by the Dean and other representatives of the academic community as decided by the Rector. If necessary, the chairperson of the Committee could also invite other experts to the meeting, who, however, had only an advisory role. Only those study programs and programs that successfully passed the assessment of the Committee were submitted in the application for accreditation to the Accreditation Committee.
In connection with the amendment to the Higher Education Act, the Internal Assessment Board of the University of Pardubice was established at the end of 2016, which was subsequently assigned the relevant duties and powers related to accreditation at the University (see Chapter 2.3.3). The Board is currently a very active body. It meets regularly every month (at least four times a year according to the Rules of Procedure) or more often if necessary. The Board was involved in the preparation of new internal legislation related to accreditation (internal assessment before accreditation, both institutional and through the NAO). A number of consultations were held on the meetings and training of both the processors and evaluators of accreditation materials and Faculty Executive Boards. In comparison with the previous situation, the spectrum of study program evaluators has significantly expanded, who have support forms at their disposal facilitating and objectifying the processing of assessments. In connection with the new legislation, the self-assessment report is also an important element for assessing the quality of a study program, for which the study program supervisor is responsible. The self-assessment report has become an important basis for the evaluation of evaluators. At the end of 2017, the Board discussed 16 proposals for accreditation of study programs elaborated according to the new methodology and one proposal for accreditation of the habilitation and appointment procedure.

The University of Pardubice continually evaluates the **quality of teaching in its study programs** and operatively deals with issues arising. Data from the MIS information system (Study module) are the starting point for the evaluation and possible comparison of various performance and quality indicators in study programs. An example of a typical output is shown in Figure 2-2 Study Program Information. Since 2005, the University of Pardubice has been granting the so-called **Diploma Supplement** to all its graduates, together with a classic graduation diploma. Between 2006 and 2009, not only profiles of graduates were redefined in all study programs and fields of study in the IS STAG information system, but also descriptions of individual subjects, including topics of lectures, exercises and seminars. In addition, the objectives, forms and methods of teaching, competences and learning outcomes have been developed, updated and made available to students.
The **sharing of teaching and the permeability of teaching** among faculties is another monitored indicator that can contribute to improving quality. The maximum shared teaching is physical exercise provided by the Department of Physical Education and Sport, which is a central university unit. It is also foreign language lessons provided by the Language Centre. This central university unit is used by five faculties (FTE, FEEI, FEA, FChT and FHS) to provide students with language training. In order to improve the quality of teaching foreign languages, or the most widespread English, to be precise, the mechanism of so-called assessment tests has a positive effect. All newly enrolled bachelor students of the five faculties will pass these entry tests and then enrol in the corresponding entry level of the course on the basis of the

achieved results. During their studies they continuously increase their language skills.
In addition, the faculties provide each other with specialized courses. Efforts to share basic subjects, such as mathematics, physics and computer science, have failed.

An important indicator clearly related to the quality of teaching is the **structure of academic staff**. The percentage of associate professors and professors in the total number of academic staff is shown in Figure 3.14. It should be noted that in some faculties (FEEI, FHS and FR) this share is well below the national average. The highest representation of associate professors and professors is at FChT.

Podíl profesorů, docentů na celkovém počtu AP

Rok: 2017

Zobrazit

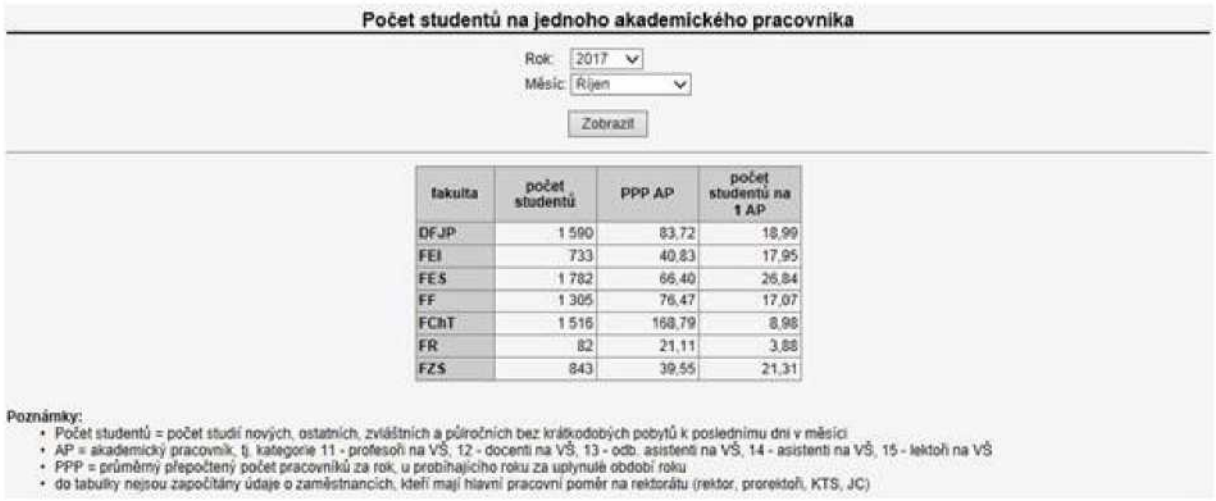
Platnost dat k 30.11.2017

fakulta	PPP AP	PPP profesoři	PPP profesoři / PPP AP [%]	PPP docenti	PPP docenti / PPP AP [%]
DFJP	84,28	7,69	9,12	21,27	25,24
FEI	40,95	4,00	9,77	4,70	11,48
FES	66,23	3,21	4,85	14,49	21,88
FF	76,23	4,90	6,42	14,42	18,91
FChT	168,75	33,25	19,70	42,42	25,14
FR	21,21	0,90	4,24	1,80	8,49
FZS	39,39	1,64	4,15	3,84	9,74
CU	26,33	4,00	15,19	1,00	3,80

Poznámky:
- AP = akademický pracovník, tj. kategorie 11 - profesoři na VŠ, 12 - docenti na VŠ, 13 - odb. asistenti na VŠ, 14 - asistenti na VŠ, 15 - lektoři na VŠ
- PPP = průměrný přepočtený počet pracovníků za rok, u probíhajícího roku za uplynulé období roku
- do tabulky nejsou započítány údaje o zaměstnancích, kteří mají hlavní pracovní poměr na rektorátu (rektor, prorektoři, KTS)

Figure 3-14 The proportion of professors and associate professors in the total number of academic staff per faculty

As one of the qualitative and quantitative parameters in the MIS management information system, the University monitors the number of students per academic employee. This indicator naturally differs for faculties of the University. In terms of quality, the long-term stability of this indicator within the faculty is essential.



Počet studentů na jednoho akademického pracovníka

Rok: 2017

Měsíc: Říjen

Zobrazit

fakulta	počet studentů	PPP AP	počet studentů na 1 AP
DFJP	1 590	83,72	18,99
FEI	733	40,83	17,95
FES	1 782	66,40	26,84
FF	1 305	76,47	17,07
FChT	1 516	168,79	8,98
FR	82	21,11	3,88
FZS	843	39,55	21,31

Poznámky:
- Počet studentů = počet studií nových, ostatních, zvláštních a půlročních bez krátkodobých pobytů k poslednímu dni v měsíci
- AP = akademický pracovník, tj. kategorie 11 - profesoři na VŠ, 12 - docenti na VŠ, 13 - odb. asistenti na VŠ, 14 - asistenti na VŠ, 15 - lektoři na VŠ
- PPP = průměrný přepočtený počet pracovníků za rok, u probíhajícího roku za uplynulé období roku
- do tabulky nejsou započítány údaje o zaměstnancích, kteří mají hlavní pracovní poměr na rektorátu (rektor, prorektoři, KTS, JC)

Figure 3-15 Number of students per academic employee by faculty (October 2017)

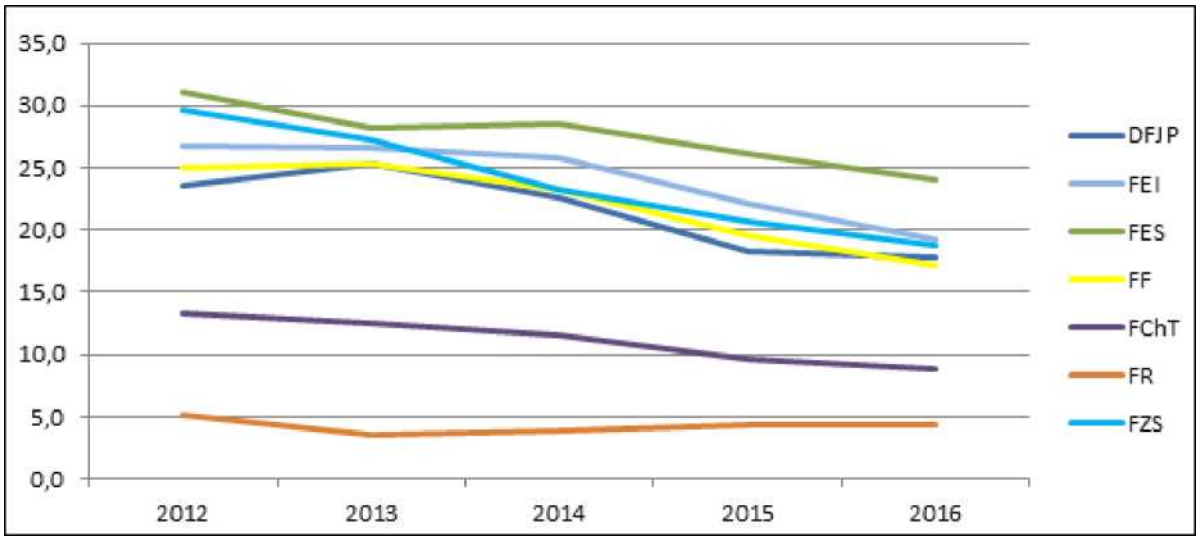


Figure 3-16 Development of the number of students per academic employee by faculty as of December 31 of the year

The **quality of teaching is regularly evaluated by students** who have the opportunity to express their opinion by completing a questionnaire form and giving specific comments on any matter, both during the winter and summer semesters. The comments can be signed or anonymous. The evaluation is performed through IS STAG and the collection of information is therefore centralized and systematic. Students can clearly see in the system when it is possible to evaluate, and the dates are set so that students who use the most recent examination deadlines can also participate in evaluating. In 2016, closer cooperation with representatives of the Student Board of the University of Pardubice (SBUPa) was established in the area of evaluation of quality of education, which focused on identifying and analysing the causes of lower involvement of students in the evaluation of teaching quality and also on finding ways to change this trend.

The latest comprehensive **questionnaire survey of doctoral students' attitudes** took place at the University in 2016. The research outputs were used by the University and Faculty Executive Boards for example to improve the conditions of study in doctoral programs in order to innovate the System of Incentives for research activities of students and young academics and researchers. Further questionnaire surveys are carried out at the faculty level. For example, FEA and FTE organize graduate surveys, and FTE also organizes a workshop with selected graduates each year in addition to written/electronic questioning of graduates.

4. ENSURING AND ASSESSING THE QUALITY OF CREATIVE ACTIVITIES

In addition to education, the University is characterized by a wealth of scientific, research and other creative activities, through which many workplaces have gained respect in the domestic and international academic, scientific and artistic community. They are carried out in the range from research activities in basic research to applied research and production in relation to the needs of practice. In the areas of basic long-term orientation, these include, in particular, institutional research, the activities of research centres, projects in the framework of grant competitions and agencies, both from national and international providers. Students are usually involved in the projects.

The activities of the newly established workplaces are promisingly developing. For example, the Centre for Materials and Nanotechnologies (CEMNAT) is the youngest unit of FChT established in 2013. Its research, development and educational activities are focused mainly on the field of material sciences (photonics, electronics, renewable energy sources, chemically active surfaces, etc.). With regard to the focus of the Centre, the materials are studied mainly in nanoscale forms (nanoparticles, nanotubes, nanofibers and thin films). As of 1 January 2016, this Centre was included in the Roadmap of the Czech Republic for Large Infrastructures for Research, Experimental Development and Innovation.

Research activities of FTE are supported by the **Education and Research Centre in Transport**, which uses modern equipment to study the specifics of transport infrastructure and means of transport. Accredited and non-accredited tests in the field of transport have been performed since 2004 by the AL FTE Testing Laboratory. The laboratory focuses mainly on static load tests of bridges, vehicle driving tests, strain gauge measurements and the study of wheelset contact geometry. Furthermore, it is the newly established **Health Care Centre** at the FHS with the aim of obtaining clinical data for scientific projects.

In April 2012, a team started working at the University of Pardubice, whose goal was to build the **Centre for Technology and Knowledge Transfer of the University of Pardubice** (CTKT). Based on the approved project "UPa Centre for Technology and Knowledge Transfer" within the OP RDI, the University created a workplace that provides legal, financial and commercial support in licensing negotiations, intellectual property protection, contractual agreements and in establishing spin-off companies. At the same time, the Centre actively assists in finding new opportunities for cooperation with industry, builds a network of contacts and provides support to applied science and research.

In recent years, the university has **significantly improved and expanded its infrastructure** for both basic research and creative activities. These are the following investment projects: new FChT campus (completed in 2009), reconstruction of teaching and research facilities of FEEI (2012, 2015), FHS (2013) and FR (2017), reconstruction of the historical building of the University and construction of the UNIT (2013) and CTKT (2013) centres, construction of new teaching and research facilities for the Faculty of Transport ERCT (2013) and teaching facilities for FEA, FAP and FTE in the university campus (VAP 2016). Now the University is focusing on providing these facilities to build quality research teams and create attractive research programs. The aim is better scientific results, realization outputs and coherence between creative and educational activities.

The basic evaluation of the quality of research activities at the University of Pardubice is linked to the **national system of evaluation of research** and development defined and operated in accordance with the valid methodology of evaluation of research, development and innovation and completed programs published by the Research, Development and Innovation Council. The system uses RRI and RAO registers. In the previous evaluation it was the Methodology 2013, which was extended until 2016 (hereinafter referred to as M13). This evaluation of the research was based on a summary point value for each type of result. Especially in the later stages of the evaluation, mainly impacted publications indexed in the Web of Science or Scopus databases were accentuated. The cumulative sums of points

were then considered by some entities to be similar to the performance and quality charts in the Czech environment. Rather, it was a benchmark of the size of the institution and its aggregate publishing performance, with some consideration for quality, but without any major distinction in professional publishing practices. This is well evident in the following table (see Figure 4-1), where the first fifteen Czech universities are ranked in descending order according to the Evaluation 2014 (E2014), i.e. at the time of preparation of this report according to the latest published and comprehensive assessment. Furthermore, the normative performance obtained as a ratio of RRI points to the number of development workers working at a given higher education institution is given for comparison. An interesting indicator is then the worldwide ranking of citations. The citation ranking is derived from the first percentile of the most cited works in all fields according to the Essential Science Indicators (for the ten-year period until April 2017).

The table in Figure 4-1 shows that the University of Pardubice ranks 11th in Czech universities ranking in the overall ranking according to E2014, 6th in normative ranking and 7th in terms of citation; in the world ranking then it ranks 2326th. This implies that **the University of Pardubice has clearly ranked among higher education institutions with a strong scientific and creative orientation**. The table shows that the highest absolute ranking was awarded to Charles University, which, for example, received almost 26 percent of all RRI points distributed among public universities, while the University of Pardubice received "only" 3.1 percent, which is 8 times less, while the number of academic and research workers at Charles University is 7.5 times higher than that of the University of Pardubice and the number of full-time doctoral students is more than 14 times higher.

Instituce	Pořadí v rámci českých VVŠ			Celosvětové pořadí	Počet bodů RIV		Počet tvůrčích pracovníků (AP+VaV)
	dle H2014 sumárně	dle H2014 normativně	dle citovanosti (ESI)*	dle citovanosti (ESI)*	celkem	normativně na pracovníka	
Univerzita Karlova	1	4	1	294	596 258	134	4455
České vysoké učení technické	2	3	4	1 190	268 036	141	1898
Masarykova univerzita	3	2	2	922	245 669	149	1649
Univerzita Palackého	4	7	3	986	188 254	117	1612
Vysoké učení technické	5	5	8	2 382	170 845	128	1330
Vysoká škola chemicko-technologická	6	1	6	1 539	101 874	157	647
Vysoká škola báňská	7	12	-	-	100 379	90	1119
Západočeská univerzita	8	10	-	-	90 907	103	886
Jihočeská univerzita	9	8	5	1 459	85 444	113	757
Česká zemědělská univerzita	10	9	10	2 570	74 067	104	714
Univerzita Pardubice	**11**	**6**	**7**	**2 326**	**70 472**	**119**	**594**
FChT				z toho	65,30%		
FF					12,40%		
FES					7,80%		
FEI					5,70%		
DFJP					5,50%		
FZS					2,10%		
FR					1,20%		
Mendelova univerzita	12	13	9	2533	60 271	87	694
Univerzita Tomáše Bati	13	11	-	-	46 859	100	469
Technická univerzita v Liberci	14	14	-	-	43 091	83	521
Ostravska univerzita	15	15	11	3434	37 758	71	534

* data for 2007 -2017 for all fields, missing figures indicate that the relevant institution does not have publications in the first percentile of the world's most cited works for all fields.

Figure 4-1 Evaluation of public universities according to E2014 methodology and worldwide ranking according to ESI citation

The data collected in the national RRI database make it possible to carry out a much more detailed analysis than the above-mentioned E2014 assessment, on which the institutional funding of higher education institutions in the Czech Republic is based so far. For example, the University of Pardubice monitors the contributions of individual faculties to the total score of individual types of results. As shown in Figure 4-1, these contributions are different; for example, FChT produces 65.3 percent of all RRI points earned and, on the other hand, the artistically oriented FR delivers only 1.2 percent. These are then one of the bases for determining the budgeted amount of the given component within the grant for the conceptual development of the research organization (DRO) and, of course, also the basis for strategic decisions in the field of creative activities of faculties. Within the ASE-PI IS (see Chapter 2.4.1), the managers also have data on the share of individual academic staff in RRI points, over a longer period of time, including the corresponding types of results with reference to the PBD registration database. This means that this data is one of the bases for determining the personal assessment of academic staff.

Since the individual parts of the University represent a variety of scientific disciplines from technical to artistic, the University of Pardubice approaches the evaluation of creative activity quite individually. Thus, the national assessment described is only the basis of the assessment. Bibliometric analysis is useful mainly for faculties with prevailing publication outputs and allows adequate comparison with similar types of universities in the Czech Republic, but extends the comparison to foreign institutions. The assessment of the quantity and quality of outputs in individual fields of science is very specific and depends on both industry practice and the scope of outputs.

The analytical tools of the Web of Science and Scopus bibliographic databases and recently also **SciVal, an analytical tool for the evaluation of the scientific publication results,** play an important role in the evaluation. This tool is based on Scopus data and allows for various types of analysis, including citation analysis. For example, the representation of the number of publications in individual research areas pursued at the University of Pardubice obtained through this tool is shown in Figure 4-2.

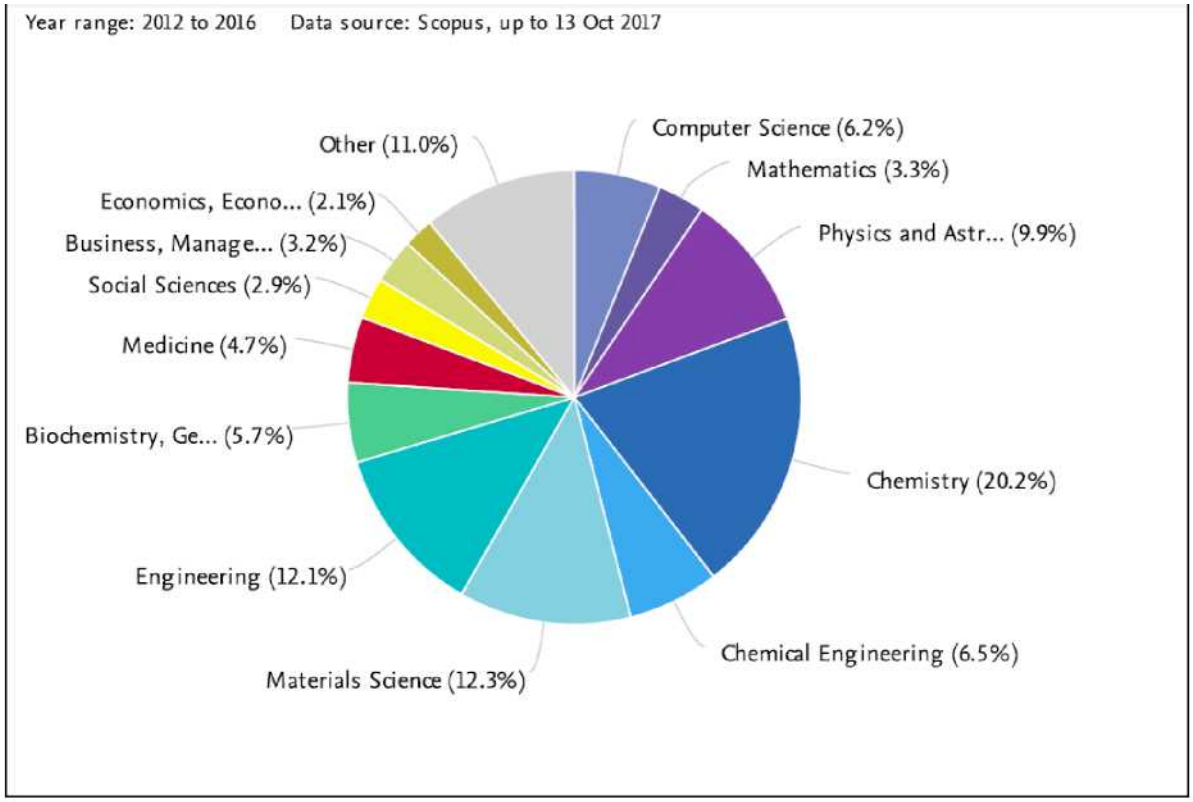


Figure 4-2 UPa publications by research area (processed by SciVal)

It can be seen from Figure 4-2 that the dominant part of the publication results falls into the areas of Chemistry, Chemical Engineering, Physics, Materials Science and Biochemistry, i.e. areas traditionally fostered at the oldest faculty of the University of Pardubice - FChT. The achieved publishing performance in the field of chemistry sends FChT into a narrow group of excellent workplaces (Charles University, UCT Prague, Palacký University in Olomouc, Masaryk University). Of the institutes of the Academy of Sciences of the Czech Republic, only the Institute of Chemistry and Biochemistry or the Jaroslav Heyrovský Institute of Physical Chemistry show a higher publication share in impacted publications in the field of chemistry. In the future, the University of Pardubice wants to elaborate a detailed analysis of publishing outputs by area and thus focus on comparing individual faculties with workplaces with similar focus. Then look for appropriate motivation tools to increase both the amount of outputs and their quality.

An interesting qualitative indicator is the percentage of publications in Top 10 Journal percentiles in the field (according to WoS). Figure 4-3 shows that the University of Pardubice has had around 20 percent of publications for a long period. However, there is no apparent increase in this indicator compared to Masaryk University and Palacký University in Olomouc, which would indicate a gradual approaching to the values achieved by the best European universities.

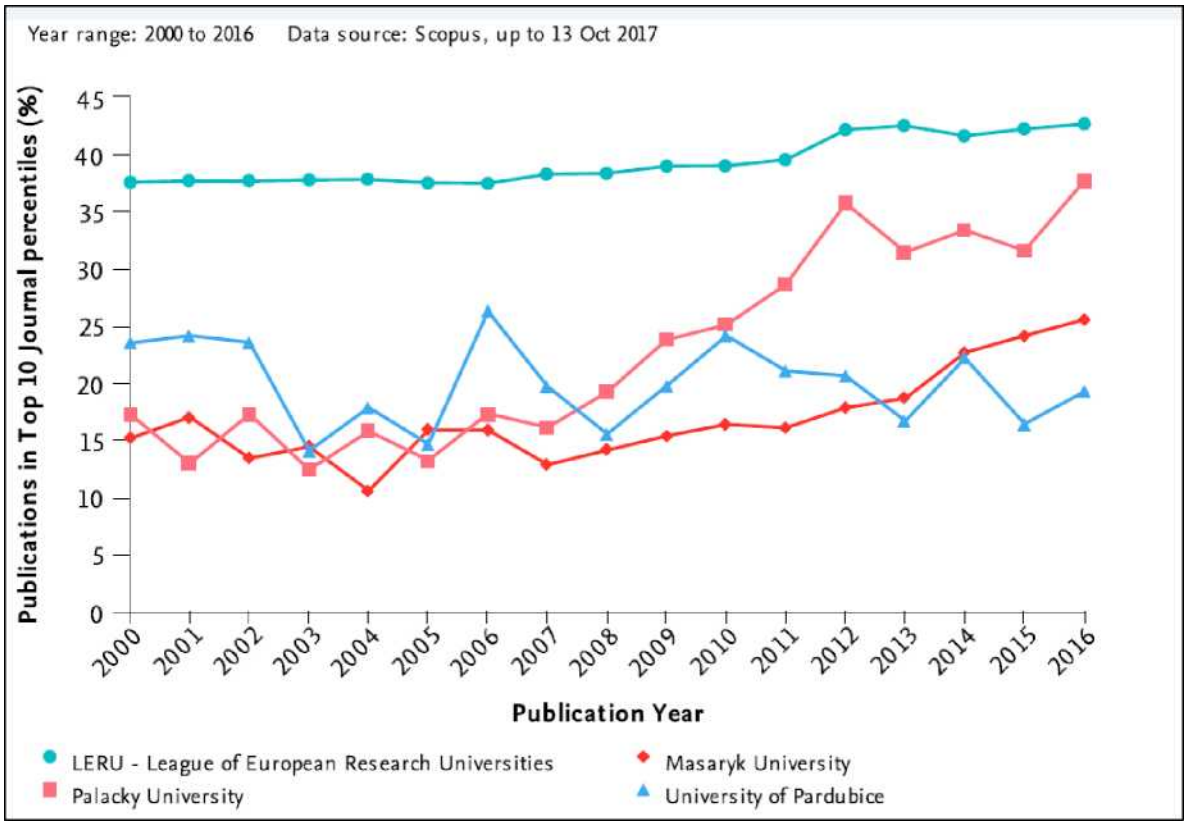


Figure 4-3 Comparison of the quality of publications of the University of Pardubice, UPol, MU and LERU (23 renowned European universities from 12 countries) through the percentage of publications in Top 10 Journal percentiles in the field (elaborated by SciVal).

In accordance with the objectives of the Strategic Plan of the University of Pardubice, great attention is paid to the development of **international cooperation in creative activities**. The cooperation is based on the mutual exchange of workers and students with renowned world universities and scientific workplaces, which yields not only new experience, but also raising awareness of new issues. Quality of effective international cooperation is then measured by joint publications as the output of joint research. For example, Figure 4-4 illustrates the percentage of the 10 most often cooperating countries as the number of joint publications between 2012 and 2016.

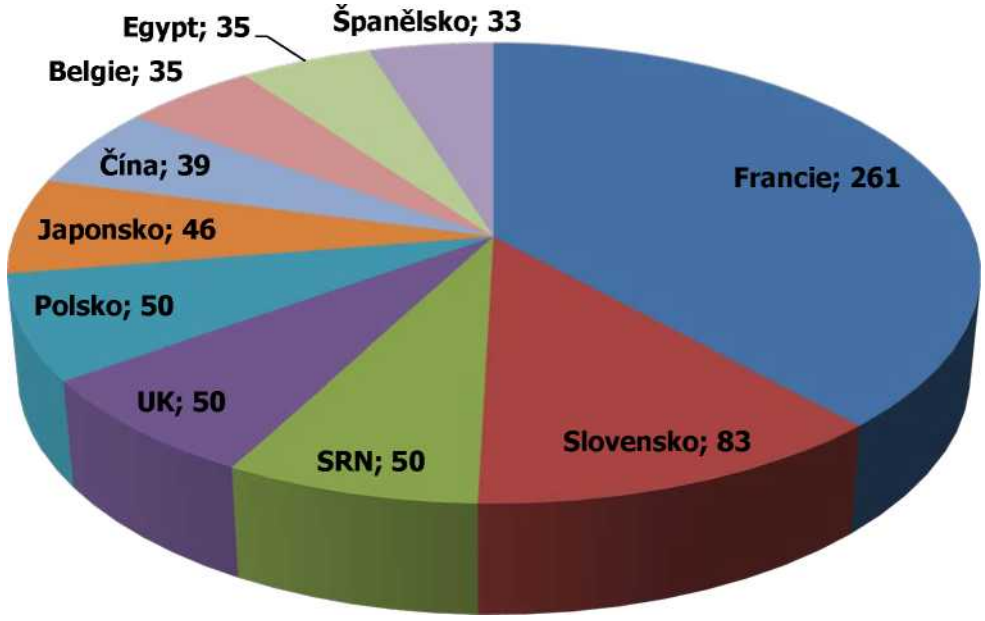


Figure 4-4 The foreign institutions who most often cooperate with the University of Pardubice. Measured using the number of joint publications with the UPa authors (processed by SciVal).

In the evaluation of research organizations within the 2nd pillar, which **evaluates selected excellent results**, a monograph by Petr Vorl (FAP) was selected in 2015, La storia della piastra ďargento di Urbano VIII (L'attivita della zecca romana sul finire del pontificato di Urbano VIII e il catalogo dettagliato delle piastre d'argento pontificie degli anni 1634-1644). Last year there were already two results: a publication by a collective of authors Bouška, Dostál, Padělková and Jambor (FChT) entitled "Intramolecularly Coordinated Organotin Tellurides: Stable or Unstable" published in the prestigious scientific journal Angewandte Chemie International Edition and a monograph by Vítězslav Prchal, The Fellowship of Heroes. War and Representative Strategy of the Bohemian-Moravian Aristocracy 1550-1750. This work also became the winning book of the survey of the journal Dějiny a Současnost "The Historical Book of the Year 2017".

A number of prestigious projects carried out at the faculties of UPa can also be mentioned as an indicator of excellence in scientific research and creative activities. For example, it is a project by Dr. Macák (FChT) "CHROMTISOL" (Horizon 2020, Towards New Generation of Solid-State Photovoltaic Cell: Harvesting Nanotubular Titania and Hybrid Chromophores). FChT has hosted this prestigious ERC

Starting Grant No. 638857 since 2015 (2015-2020). Another important multidisciplinary project is a project by prof. Holčapek (FChT) "Mass Spectrometry in Search of Lipid Biomarkers for Early Cancer Diagnosis" (ERC-CZ No. LL1302). The project is carried out in cooperation with the clinical departments of the University Hospital Olomouc, the Masaryk Cancer Institute in Brno and the Pardubice Regional Hospital, a.s. The "NADINE" and "LOVE-FOOD" projects can also be considered important international projects carried out at the University in 2012-2017 (7th EU Framework Program, the principal investigator - prof. Bílková, FChT), NANOFOART (7th Framework Program, the principal investigator - Mr. Bayer) (FR), implementation of the S-CODE project, led by the University of Birmingham, implemented within the Shift2Rail JU Program (Horizon 2020) at FTE.

An important role of the University is to project the results of creative activities into cooperation with practice. The most common form of cooperation is the contractual research, expert consultations, counselling and professional activities (collectively the so-called ancillary activities) where contracts with a total value of CZK 47.2 million were executed in 2012-16. The largest volume of orders (out of a total of 401 in 2016) traditionally came from the fields of transport and communications, chemistry and chemical technologies, conservation and restoration of monuments, electrical engineering and informatics. An example of such cooperation is the award of the **Best Cooperation of 2017** - CEMNAT Centre for Materials and Nanotechnologies of the Faculty of Chemical Technology with PARDAM s.r.o. for a new patent on a unique silica-based sorption material. Another tool used at the University of Pardubice is the offer of **financing projects in the phase of proof of concept** through the TACR Gamma project "Support of proof-of-concept activities at the University of Pardubice". The umbrella centre that supports and develops this area is the Centre for Technology and Knowledge Transfer.

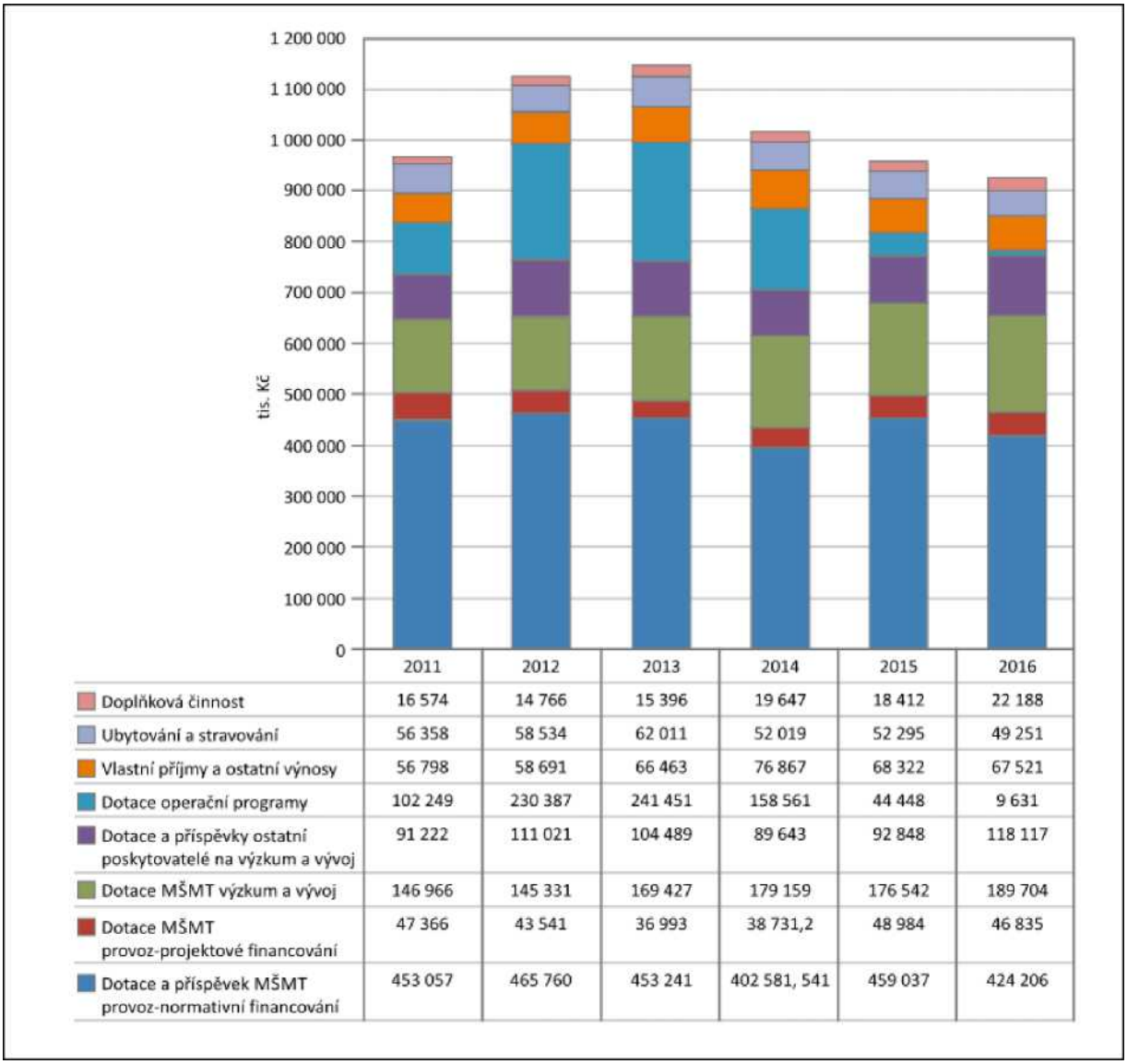
The annual award of the **Rector's awards for outstanding achievements in science** is a specific evaluation of creative activities. This evaluation recognizes employees who have achieved outstanding results in the field of creative activities in the past year, such as a publication with extraordinary citation response, a prestigious monograph or extraordinary publication activity of scientists under 35 years of age.

5. QUALITY ASSURANCE AND ASSESSMENT OF RELATED ACTIVITIES

The extent and quality of all support activities has a significant impact on the quality of the University's educational and creative activities. These include in particular the administration and management of the University, library services, information technologies, intellectual property protection, technology transfer, development and maintenance of infrastructure, publishing and editorial services, information and advisory services, dormitories and canteens and sports facilities. Many of these activities have been assessed in previous sections of the report. In this section, we focus mainly on the financial stability of the University, information technology including library services, and halls of residence and catering services.

The financial management of the University of Pardubice is governed by the relevant laws of the Czech Republic, in particular the Higher Education Act, the Statutes of the University and other internal regulations and standards, in particular the Financial Management Rules of the University of Pardubice and the document Construction and Structure of the Budget of the University of Pardubice, which contains detailed rules for the preparation of the University budget and the distribution of funds into individual components. The University of Pardubice has been profitable and stable over a long period. The **financial stability of the University** thus enables the development of all parts of the University. The University plans financing in order to ensure the qualitative development of the already built infrastructure and the efficient use of funds, especially the Fund of Operational Resources and the Fund for the Development of Investment Property. The University handles public funds in accordance with the European Community rules for the granting of state aid (EU Commission Regulation implementing the Regulation of the European Parliament and the EC Council) in such a way as not to distort or threaten to distort competition. **The budget is drawn up in tabular form for the University as a whole**. For the purposes of the University, the tabular section is further divided into basic sections that quantify the overall budget input data, the own budgets of the self-governing parts of the University and the budget of the common costs of the University's activities. The independent parts of the University of Pardubice are faculties, central university units, the rectorate and the Halls of Residence and Catering Service. Non-investment and investment funds are budgeted separately. Sources of non-investment income are divided into the part provided by the MEYS (a contribution or a subsidy for the development of a university, a subsidy for the reproduction of property and support for research and development) and other income (grants and projects awarded, study fees, donations, inheritance, grants from foundations, from funds, etc.). Non-investment costs are divided into costs for special-purpose events and projects, depreciation to the Fund for the Development of Investment Property, costs for ancillary activities, costs for activities of central university units and transfers to funds (Purpose Fund, Operational Fund), the remainder is the cost of the main activity, which is further broken down by the University parts in their budgets, allocating funds to the individual workplaces. The budget of the University and the budgets of individual faculties also include the so-called budget reserves serving to cover the consequences of potential financial risks. Financial risks have been systematically monitored and managed at the University of Pardubice since the inception of the Internal Audit Department in 2004 in response to the continuously decreasing subsidies for educational activities by the Ministry of Education, Youth and Sports. Economic commissions of the academic senates of the University and individual faculties also participate very actively in the entire budget preparation process. The **effectiveness of the financial management** is controlled mainly by the secretaries of individual faculties and the Bursar through the IFIS information system. Any deviations from the standard management are resolved operatively at the level of the Deans and the Rector. At the same time, there is a systematic internal control of selected areas of activity and an internal financial audit of the operations performed. It can be stated that there were no significant errors in the management of the financial resources

entrusted identified by the external financial audits regularly carried out.
The development of the non-investment income of the University in the years 2011 to 2016 is shown in Figure 5-1.



	2011	2012	2013	2014	2015	2016
Doplňková činnost	16 574	14 766	15 396	19 647	18 412	22 188
Ubytování a stravování	56 358	58 534	62 011	52 019	52 295	49 251
Vlastní příjmy a ostatní výnosy	56 798	58 691	66 463	76 867	68 322	67 521
Dotace operační programy	102 249	230 387	241 451	158 561	44 448	9 631
Dotace a příspěvky ostatní poskytovatelé na výzkum a vývoj	91 222	111 021	104 489	89 643	92 848	118 117
Dotace MŠMT výzkum a vývoj	146 966	145 331	169 427	179 159	176 542	189 704
Dotace MŠMT provoz-projektové financování	47 366	43 541	36 993	38 731,2	48 984	46 835
Dotace a příspěvek MŠMT provoz-normativní financování	453 057	465 760	453 241	402 581, 541	459 037	424 206

Figure 5-1 Development of basic non-investment income by titles in 2011 - 2016

Figure 5-1 shows that the basic normative subsidy from the Ministry of Education for operation has long stagnated, reaching less than 50 percent of total non-investment income. Total R&D subsidies have a sustained an upward trend (see Figure 5-2), while subsidies from EU Operational Programs cannot in any case be considered a stable budget revenue as their dependence is evident on cyclical enrolment of new programs and problems related to the initial setting of rules for drawing these funds.

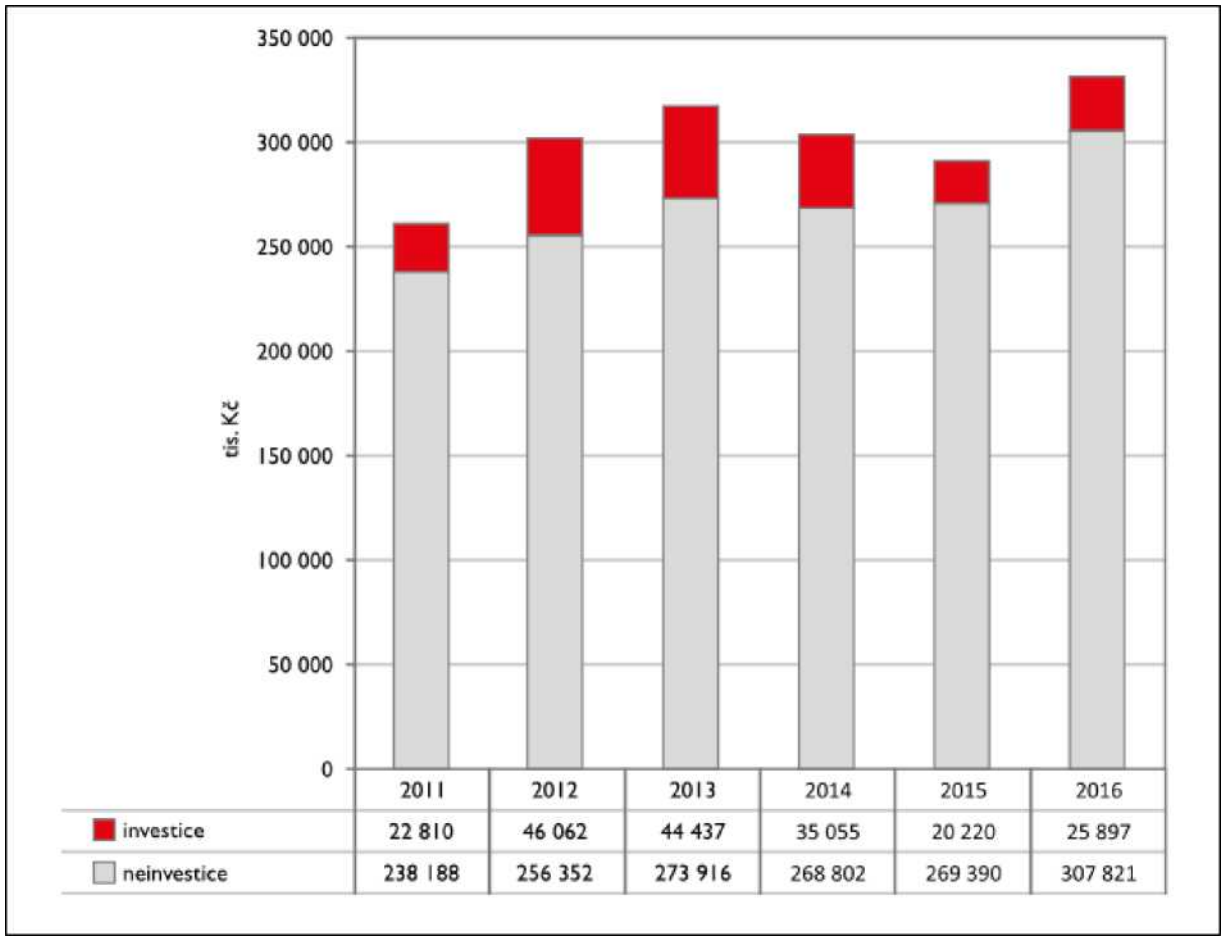


Figure 5-2 Development of non-investment and investment income for research in 2011 - 2016

The University Library (UL) primarily provides a wide range of information resources and services supporting the educational and creative activities of academic and scientific staff of the University and students of all types of study programs. The scope and quality of these services are perceived very positively by students and university staff. Conceptual issues related to library services are solved by the **Library Board**, whose members are representatives of all faculties. Every year, the UL publishes the **Annual Report**, a document that analyses in detail the scope and quality of all services and the use of information sources. The purchase of **standard sources**, i.e. books and textbooks of domestic and foreign publishing houses, is carried out continuously according to the collection profile as well as requirements from departments and institutes. In 2016, the number of new titles increased by 215 compared to the previous year. Even at the University of Pardubice, however, there is an apparent retreat from the subscription of the printed version of professional and scientific periodicals; their number decreased by 50 compared to 2015, 263 titles were subscribed in 2016 (of which 47 were foreign and 216 were Czech). An overview of **electronic information resources** (EIR), including a description and method of access, is available on the UL website. All EIRs with online access can be accessed both from IP addresses within UPa and through remote access via terminal server and VPN, some via Shibboleth authentication. Searching for individual titles of electronic books and periodicals by title is possible in the eResources Portal. Linking bibliographic links with full texts is provided by ProQuest 360 Link. The use of all EIRs is monitored on an ongoing basis and the results are presented in detail in the annual reports (see Figure 5-3).

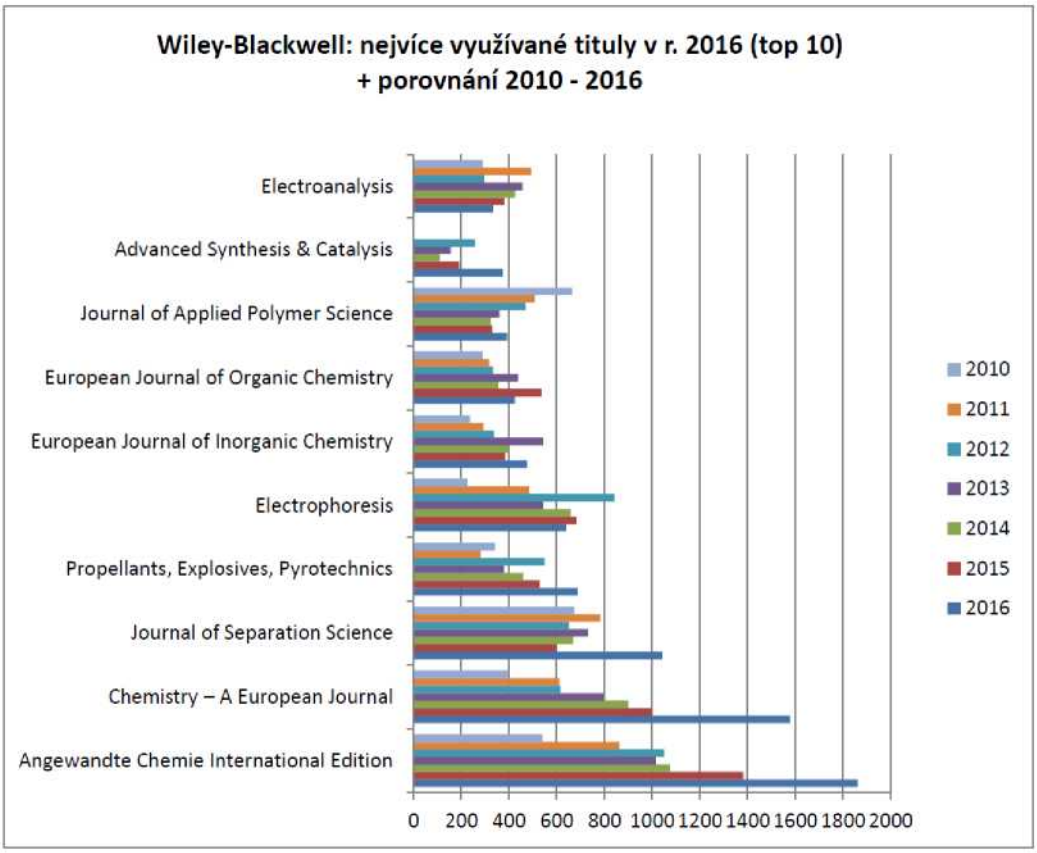


Figure 5-3 Example of monitoring the use of electronic information resources

An important part of the EIRs is the University Digital Library (DL). In 2016, the highest number of records and full texts of university theses (UTs) was added. The UTs form 90.5 percent of the total of 32,464 records stored in the DL. Full texts of UTs are freely accessible (35 percent) or in accordance with Annex 2 of Directive 9/2012 only accessible to authorized users from UPa or completely inaccessible. In connection with the amendment to the Higher Education Act, Amendment No. 1 to Directive No. 9/2012 has been approved, under which it is possible to postpone the publication for UTs commissioned after 5 September 2016 for a maximum of 3 years from the date of defence. In mid-2016, the DL was validated in the OpenAIRE portal to a higher version, allowing the DL records to be automatically harvested as a result of the European Commission's Horizon 2020 and FP7 projects. In 2016, UPa DL ranked 298th in the Ranking Web of Repositories (out of a total of 2284) - see Figure 5-4.

ranking	World Rank	Instituto	Size	Visibility	Files Rich	scholar
1	156	Czech Digital Mathematics Library	276	385	329	51
2	298	University of Pardubice Digital Repository	38	709	782	60
3	382	Repository of Thesis Tomas Bata University	226	776	1268	42
4	438	University of West Bohemia Digital Library	403	676	933	186
5	455	Brno University of Technology Digital Library / Digitální knihovna VUT v Brně	231	861	920	111
6	828	Czech Technical University in Prague Digital Library	443	1160	1377	455
7	1218	Tomas Bata University Repository of Publications	503	1642	1656	820
8	1386	Technical University Ostrava Repository	88	1001	1042	1908
9	1699	Masaryk University Repository	1566	1838	1862	1531
10	2116	Academic of Performing Arts in Prague AMU Institutional Repository	1547	1787	1914	2045

Figure 5-4 Ranking of Czech Repositories in Ranking Web of Repositories (January 2016)

The **number of registered users in the automated library system increased significantly in 2016** to 8,612, of which 987 were members of the public. The increase for academics and students was 32 percent compared to 2015, and 248 percent for public users. The number of users from the academic community has increased despite the recent decline in the number of University students. This suggests that the library's services and its collection are perceived as high quality, not only for internal users, but also for students from other universities and the public. **Educational activities** are also an important component of UL activities. In 2016, the library staff carried out 18 training sessions (using branch EIRs for individual faculties of the University, professional training for academic staff, or introductory lecture on the Library for the first-year students). For ERASMUS students, 6 training sessions were held in the English language in which the students are acquainted with the collections and services of the university library directly in the library. During the international "Open Access Week" there were two trainings focused on predatory practices of publishers of open journals and books.

Information technology and terminal management are centralized throughout the University and operated by the **Information Technology and Services Centre**. This solution enables high cost-effectiveness in providing specialized services and faculties can thus fully focus on their core business, i.e. education and creative activity. The security of all applications and terminals is also centrally controlled. This approach has enabled the deployment and operation of an architecture (Figure 5-5) that reflects the secure operation of services, global adherence to security and other policies, and ensuring high availability of services while respecting data protection (availability, confidentiality, integrity). Thanks to this centralized architecture, it is also possible to better implement new user requirements for the operation of information services. Both the safe operation of critical services containing personal data and the connection of all computer resources, mobile phones and tablets that are owned by users throughout the university campus or in the halls of residence is then secured. At the same time, a high-quality testing and development environment is available for academic purposes without any restrictions.

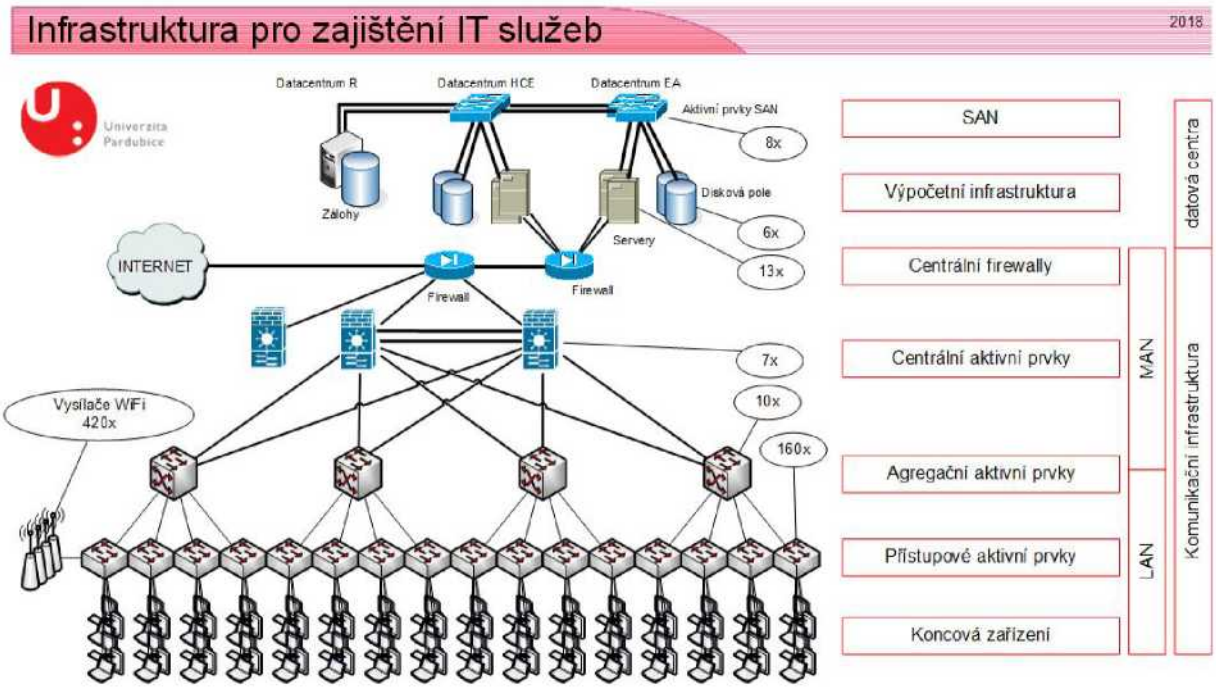


Figure 5-5 IT Services infrastructure

Two data centres on the EA and HC-E buildings (see Figure 5-6), which minimize disruptions in the event of accidents, also contribute to the high availability of the services provided. The third data centre (R building) is used for data storage and backup. All data centres are equipped, among other things, with the necessary back-up power supplies and diesel power units to ensure permanent power supply. Another element of high availability is the duplication of backbone routes connecting sites, locations or groups of buildings to the data centres. The above-mentioned parameters enable the faculties to use all functionalities of information systems and specialized SW tools for educational and creative activities without restrictions.

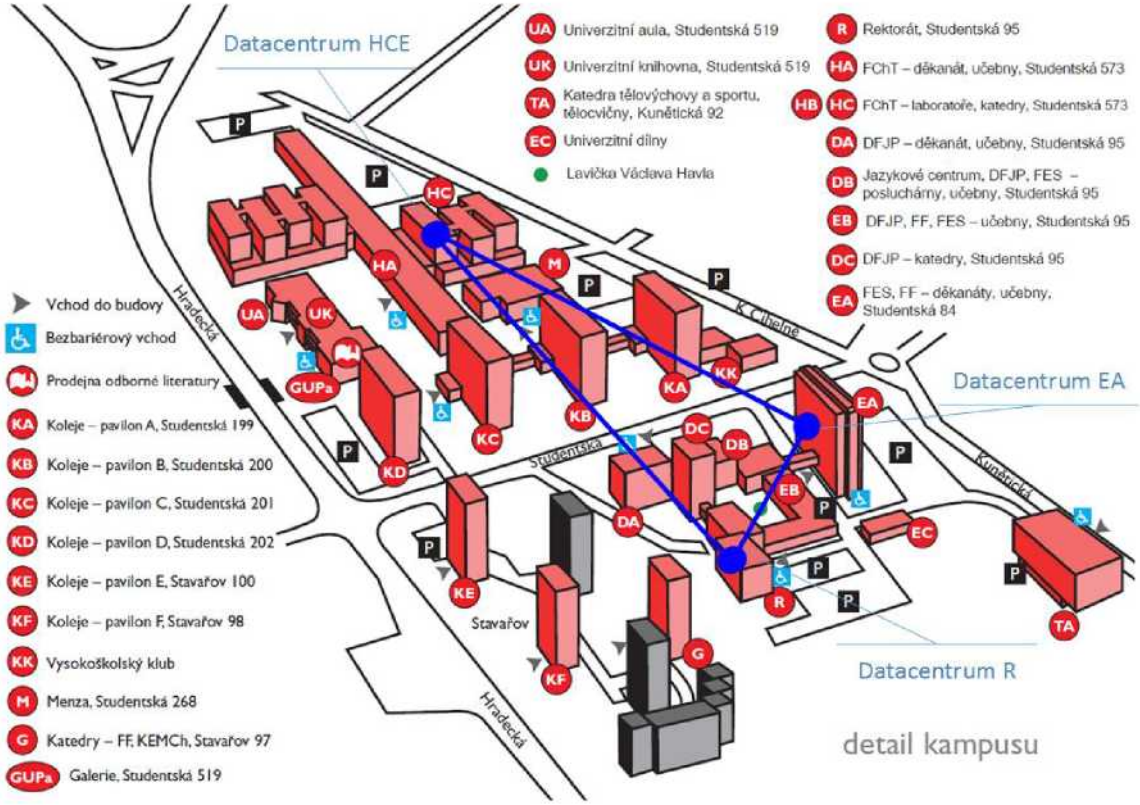
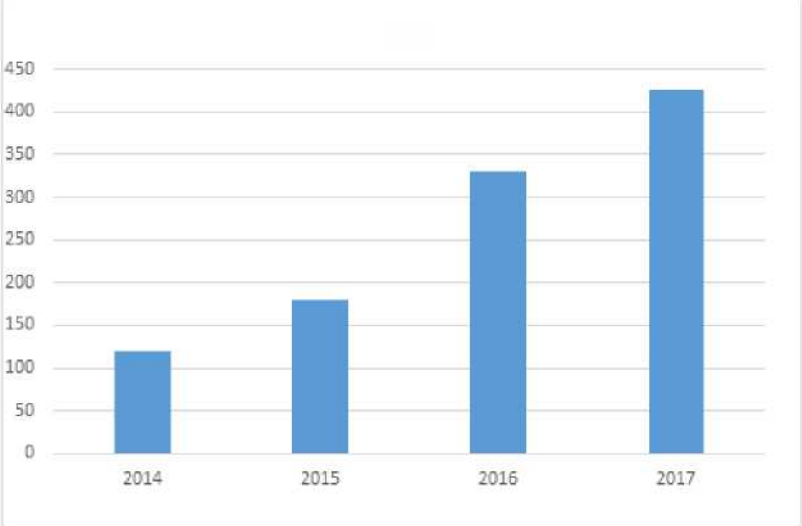


Figure 5-6 Data centres – the main campus at Polabiny

The University of Pardubice is connected via a pair of optical routes to Prague and Hradec Králové at 10 Gbps using DWDM technology, which combines multiple optical signals into one optical fibre. At the end of 2017, the characteristics of the University's data network are as follows:

- a metallic network with more than 8,000 data and telephone outlets in total length exceeding 450 km of cabling,
- a 12-km optical network on the campus,
- 16 km of optical routes linking the central campus in Stavařov and locations Nám. Čs. Legií, Doubravice and Černá za Bory,
- WiFi network with 420 access points,
  another 200 active elements that connect users to the data network with a cable speed of up to 1 Gbit/s.

Figure 5-7 illustrates the dynamics of the growth of the number of WiFi transmitters on the University premises. Between 2015 and 2017, the information infrastructure for accommodated students have also improved significantly. In addition to having free wired access to the university data network and



the Internet in all the pavilions, free WI-FI connection is available in all rooms as of spring 2017. Each pavilion now has 40 transmitters installed.

Figure 5-7 Development of the number of WiFi transmitters at the university

The analysis carried out in 2017 shows that in terms of basic trends in the field of information technology at the University, there is a growth in particular in:

- criticality of IT services,
- concentration of computing power in the data centres,
- the scope and number of security measures,
- the number of monitored security events,
- the size of transmitted and shared files of processed data,
- the scope of service availability requirements,
- user and application dependence on service availability,
- interconnection of information systems.

The University is also aware of its role in providing accompanying social services to students and employees. **Accommodation and catering services** at the University are provided by the Halls of Residence and Catering Service, which is a special-purpose facility of the University. The Service manages 6 halls of residence with a total capacity of 1481 beds and one canteen with 2 dining rooms. The canteen also has 2 detached dining rooms and 1 buffet. The total number of sitting places in the catering establishments is 640. In the last 10 years, the sanitary facilities have been reconstructed in the halls of residence and the furniture in all rooms in 5 halls (out of a total of 6 halls) has been replaced; in 2017, three rooms were made barrier-free during the reconstruction of Hall C. The halls of residence are used primarily for long-term accommodation of students. The accommodation capacity of the halls of residence is approximately in balance with the demand by students, as some of them use rentals in the City of Pardubice and the surrounding area. A small part of the total capacity of the halls of residence is reserved for short-term hotel accommodation, this capacity mainly serves the University's foreign guests. During the summer holidays, the capacity of the halls of residence is used as a supplementary activity for accommodation of guests, mainly participants of large sports and cultural events held in Pardubice. The **canteen** is open all year round, with the exception of the summer shutdown in August. Every working day students and employees have a choice of up to 5 ready-made and 3 short order meals. The main dining hall of the canteen operates a system of choice of meals without prior orders,

which is clearly preferred by students. Dining is also possible in the small dining rooms: Dining Room II in Polabiny and a dining room in the building on the Čs. legií Square. The equipment of the canteens and the kitchen of the canteen is continuously modernized. The bistro in the building of the Faculty of Chemical Technology, which is operated by an external company on the basis of a lease agreement, complements the offer of catering services on the campus in Pardubice. For students of the Faculty of Restoration in Litomyšl, meals are arranged in the school canteen of the primary school; catering for students of the Faculty of Health Studies in Průmyslová Street is provided in the school canteen of the Secondary Medical School.

In recent years, the number of employees and students coming to the campus by car has increased significantly. Therefore, the University pays considerable attention to increasing the **number of parking spaces**. The University owns about 650 parking spaces. In some locations it is possible to park in public car parks located near the University buildings. An overview is given in the table in Figure 5-8. Despite the increase in the number of parking spaces, mainly related to the completion of new and reconstructed University buildings, their lack is still evident. The **buildings** owned by the **University** used for teaching and creative activities have been modified to ensure a **barrier-free** access for persons with reduced mobility. Parking spaces around the University buildings are also adapted to these options, see also the table in Figure 5-8.

Kampus Polabiny (FChT, DFJP, FES, FF, R)	571 parkovacích míst z toho 24 míst pro invalidy
Kampus nám. Čs. Legií (UNIT, FEI)	30 parkovacích míst z toho 1 místo pro invalidu, další možnost parkování na nám. Čs. legií a blízkém parkovišti
VVCD areál Doubravice	41 parkovacích míst z toho 3 místa pro invalidy
Litomyšl FR	nemáme oficiální parkovací místa (lze zajet na dvůr, pro nakládku vykládku)
FZS (UPa 1/5 vlastník)	cca 13 parkovacích míst 0 pro invalidy

Figure 5-8 Overview of parking spaces

To improve the working environment and speed up the solution of operational issues, the **Helpdesk system** has been introduced at the University of Pardubice since 2010 as an operational request portal. In its start-up phase, approximately 90 workers had access to the Helpdesk, currently it is 183 workers. The functionality of the system is gradually being developed. Of the reported requirements, 70-80 percent are directed to building maintenance, others are requirements and comments on cleaning, occupational health and safety, key management, passports, heating, etc.). Minor requirements are resolved within 24 hours of reporting, the average time to resolve all cases is about 4 days. In 2015 there were 2949 requests, in 2016 it was 2802 and in 2017 it was 2988 requests.

CONCLUSION

The present Report on Internal Quality Assessment of Educational, Creative and Related Activities is prepared in this format for the first time by the University of Pardubice. Its preparation was co-organized by the members of the newly established Internal Assessment Board and the University's senior management, especially the Rector, Vice-Rectors, Bursar and the Deans of individual faculties. The preparation of the individual parts of the report was accompanied by a number of discussions, which contributed not only to the completion of the document itself, but also to the indication of future development trends in this area of University's activities. Significant technical assistance was provided by the staff of the Rector's Office and the Centre for Information Technology and Services.

The previous chapters show that the system of quality assurance and internal quality assessment at the University of Pardubice is gradually moving from intuitively set rules based on practical experience and tried and tested procedures to a complex system. This trend has recently been accelerated by the changes introduced by the amendment to the Higher Education Act, effective from September 1, 2016. The Report focuses in the first part on a thorough description of the quality assurance and assessment system at the University of Pardubice, a system firmly embedded in the University's legislation and a coordinating role in the Internal Assessment Board, defining the powers and responsibilities of individual actors and using a balanced mix of external and internal evaluation and self-evaluation. The strength of the system is the significant information support based on interconnected information systems and selective access to data. Within the evaluation of the system, the immediate tasks related to its implementation and improvement are indicated.

In the following sections, the Report focuses on the quality of educational activities, creative activities and selected related activities. Its content thus builds on the Strategic (long-term) Plan of the University of Pardubice. Strategic priorities in which the University fulfils its mission and vision are described and discussed in terms of quality.

In terms of the quality of educational activities, the University is currently focused on improving the system of preparation, approval, implementation and assessment of study programs. Considerable attention is also paid to the quality of first-time students, interest in study, study failure rate, support activities aimed at excellence and graduate employment. Although the situation at individual faculties is different, a number of general trends can be found which are analysed to find ways to solve them successfully. The University of Pardubice evaluates the quality of creative activities on an individual basis since the individual parts of the University represent a variety of scientific disciplines from technical to artistic. The national assessment of the scope and quality of these activities, using the RRI and RAO registers, is only a basis for assessing creative activities. The analytical tools of general bibliographic databases play an important role in the assessment. Attention is also paid to excellent results, prestigious projects, cooperation with practice and international cooperation in science and research. The extent and quality of all support activities has a significant impact on the quality of the University's educational and creative activities. These support activities include in particular the administration and management of the University, library services, information technology, intellectual property protection, technology transfer, development and maintenance of infrastructure, publishing and editorial services, information and counselling services, services by the halls of residence and canteens and sports facilities. In particular, the Report focuses on the financial stability of the University, which is an essential basis for improving quality in all major activities. The information infrastructure, including library services and accommodation and catering services provided by the Halls of Residence and Catering Service, is also assessed.

LIST OF ABBREVIATIONS

APUPA	Academic Advisory Center of the University of Pardubice
OHS	Occupational Health and Safety
CEMNAT	Centre for Materials and Nanotechnologies
CITS	Centre of Information Technology and Services
CRP	Central Register of Persons
CTTZ	Centre for Technology and Knowledge Transfer
DFJP	Faculty of Transport Engineering
DK	Digital Library
EIR	Electronic information sources
ERIH	European Reference Index for the Humanities
EU	European Union
FEI	Faculty of Electrical Engineering and Informatics
FES	Faculty of Economics and Administration
FAP	Faculty of Arts and Philosophy
FChT	Faculty of Chemical Technology
FR	Faculty of Restoration
FZS	Faculty of Health Studies
GaP	Grants and projects
ASE	Academic staff evaluation
IGA	Internal Grant Agency
IPN KREDO	Quality, Relevance, Efficiency, Diversification and Openness of Higher Education in the Czech Republic. Higher Education Strategy Until 2030
IPN KVALITA	Design and implementation of a comprehensive quality evaluation system for tertiary education and research and development
IS STAG	Information System for Study Agenda
UPa IS	University of Pardubice Information System
RDI IS	Information system of research, experimental development and innovation
MIS	Management information system
MEYS	Ministry of Education, Youth and Sports
NAO	National Accreditation Office for Higher Education
PBD	Personal Bibliographic Databases
EU OP	European Union Operational Programs
OP RDI	Operational Program Research and Development for Innovation
OP RDE	Operational Program Research, Development and Education
RRI	RDI Results Index
RAO	Register of Artistic Outputs
DRO	Development of Research Organization
SciVal	Tool for implementation, evaluation and optimization of research strategy (Elsevier)
SGC	Student Grant Competition
HRCS	Halls of Residence and Catering Service
SBUPa	Student Board of the University of Pardubice
TACR	Technology Agency of the Czech Republic
UPa	University of Pardubice
WoS	Web of Science