

Police Academy of the Czech Republic in Prague



Appendix

**evaluation reports of the Police of the
Czech Republic in Prague for the year 2020**

Table of Contents

INTRODUCTION	4
1 EVALUATION OF THE QUALITY OF EDUCATIONAL AND DIRECTLY RELATED ACTIVITIES	4
1.1 Quality evaluation of study programmes at the Police Academy of the Czech Republic in Prague 4	
1.2 Related activities (habilitation, rigorous proceedings)	10
1.3 Quality assessment in internal and external evaluation processes	10
1.4 Quality assessment - internationalisation criterion	17
2 EVALUATION OF CREATIVE ACTIVITIES AND DIRECTLY RELATED ACTIVITIES	20
2.1 Quality of selected results	20
2.2 Research performance	22
2.3 Social relevance	23
2.4 Viability	24
2.5 Strategies, concepts and recommendations	25
3 EVALUATION OF THE THIRD ROLE of the Police Academy of the Czech Republic in Prague	27
3.1 Evaluation of CŽV at the Police Academy of the Czech Republic in Prague	27
3.2 Quality assessment - fulfilling social responsibility and other related activities	30
CONCLUSION	31

INTRODUCTION

The report on the internal quality assessment of the Police Academy of the Czech Republic in Prague is prepared in accordance with the provisions of Section 12 and paragraph 4 (c) of the Act on Higher Education No. 111/1998 Coll, and amending and supplementing other acts (the Higher Education Act), as amended (hereinafter referred to as "the Act"), and the approved internal regulation of the Rules of the Quality Assurance System for Educational, Creative and Related Activities and Internal Quality Assessment of Educational, Creative and Related Activities of the Police Academy of the Czech Republic in Prague with effect from 12 September 2017.

1 EVALUATION QUALITY EDUCATIONAL ACTIVITIES AND DIRECTLY RELATED ACTIVITIES

1.1 Quality Evaluation of the Study Programmes of the Police Academy of the Czech Republic in Prague

The Police Academy of the Czech Republic in Prague (hereinafter also referred to as "PA ČR"), in with the evaluation of the quality of its study programmes, is based on the document *Rules of the system of quality assurance of educational, creative and related activities and internal evaluation of the quality of educational, creative and related activities of the Police Academy of the Czech Republic in Prague*, which is effective from 12 September 2017. One of the main attributes of quality assessment at the PA CR is Article 6 of the above-mentioned internal regulations of the University, focuses cooperation with other universities and scientific institutions in the Czech Republic and , the academic community, public administration bodies, professional chambers, employers' organisations and other institutions of public life.

In of further improvement of the content and focus of study programmes, the University permanently follows new trends in the field of crime control, security and related socially pathological phenomena, crisis management, security management and protection of lives and health of citizens of the Czech Republic with an emphasis on dealing with the current global pandemic situation covid-19. In the framework of pedagogical processes, the University continues to actively cooperate with experts from other public universities and commercial entities, especially in the field of legal sciences, criminal sciences

and security sciences. The main focus in this direction is on drug crime, cybercrime, cyberbullying, extremism and radicalisation, crimes and offences committed in the field of transport, etc. The University cooperates with experts from the Police of the Czech Republic and other security forces and institutions. The Police Academy of the Czech Republic in Prague reflects the priorities and challenges of the Security Strategy of the Czech Republic and develops cooperation in order to follow current trends in the field of security, law, crisis management and management of security forces. The University uses external collaborators and experts from practice (the Ministry of the Interior of the Czech Republic, the Police of the Czech Republic, the Fire Rescue Corps of the Czech Republic, the Prison Service of the Czech Republic, the Customs Administration of the Czech Republic, the Security Information Service, the General Inspectorate of Security Forces and others) to implement special lectures, present current topics to students, consultations and participation in the scientific research activities of the faculties. Selected experts of security practice are long term members of collective bodies of the University and Faculties, i.e. the Scientific Council of the PA CR, the Scientific Council of the Faculty of Security Law and the Scientific Council of the Faculty of Security Management.

Among other things, the Police Academy of the Czech Republic in Prague concluded a memorandum of cooperation with Tarleton State University in Texas (USA) in the field of pedagogical and scientific research cooperation. In connection with this memorandum, a teaching stay of Dr. Tarry O'Connor Shelley took place in 2020 at the Department of Criminology of the Faculty of Security and Law. The subject of the teaching fellowship was the implementation of a one-semester course in Comparative criminology, which focused on current global topics related to international organized crime, corruption, cyber and technological transnational crime, human trafficking, migration and refugees, victimology and the rights of victims of crime. This teaching visit was limited by the pandemic situation and the actions of the public authorities, but scientific research cooperation continued.

The study documentation, the syllabi of accredited courses, is continuously updated and innovated in accordance with the current developments in the field of domestic and European legislation, protection of national and European critical infrastructure, security, social, political and economic issues of today. The curricula of the individual study programmes, including mainly legal, security, and other social science subjects, make the content of the studies up-to-date

in relation to recent trends in the social situation.

In order to improve the quality of the teaching process, the University has planned activities (practical teaching, demonstrations and excursions) at specialised workplaces (e.g. selected departments of the security forces) for 2020. However, due to the pandemic situation and related anti-epidemic measures, most of these improvement and extension activities were not implemented.

The results achieved in the area of the pedagogical process include, in particular, a consistently positive assessment of the quality of the teaching content and the approach of academic staff in student feedback.

Qualification theses (bachelor's, diploma, rigorous, dissertation) are aimed at solving current security trends in the long term, ideally in direct interaction with the workplaces of security practice.

Academic staff participate in the organisation and implementation of conferences, professional seminars, symposia and other events organised either independently by the PA CR or in cooperation with other security entities. In , the above activities were largely carried out remotely, using online conference platforms. The University continuously strives for generational overlap of academic staff in individual taught disciplines and subjects, their active participation in science, research and application of research findings in pedagogical practice. Academic staff continuously maintain direct contact with police and security practice by active participation in instructional and methodological activities, workshops, departmental and international meetings, and by carrying out internships at selected professional workplaces. The University, through selected academic staff, has been involved in the implementation of the SAIRO project (System for Analytical Identification of Radicalisation of Persons) by active participation in training of stakeholders. Academic staff of the University develop their professional and linguistic skills and abilities, especially in the framework of the doctoral study programme and the rigorous procedure. They participate in professional seminars, internships and courses offered by the Ministry of the Interior of the Czech (hereinafter referred to as the Ministry of the Interior) and other ministries at the domestic level or at the international level, especially in the framework of CEPOL courses. The above-mentioned activities are aimed at deepening the expertise of academic staff, who apply the newly acquired knowledge to the educational process.

Selected academics are members of the editorial and editorial boards of professional periodicals, members of the scientific boards of other public universities and members of supranational commissions and organisations with a focus on security and law. They are also, for example, members of advisory boards of prisons in the Czech Republic. Some academics also prepare expert opinions related to police and security issues under the auspices of the PA of the Czech Republic. These activities expand the theoretical and scientific knowledge base of academic staff, who use the acquired knowledge in the teaching process, thus improving its quality.

Academic staff are requested as lecturers for training events by individual security forces, state and public administration. The demand for security practice is also reflected in the lifelong learning programme, in which both academic staff of the PA of the Czech Republic and other universities of the Czech Republic and experts from practice participate. In 2020, most of these lifelong learning programmes were disrupted by the aforementioned restrictions related to the covid-19 virus pandemic. For the same reasons, academics were only able to participate to a limited extent in 2020 in teaching placements at foreign partner universities to apply and improve new approaches to teaching at the PA CR, which are funded by the European Erasmus+ grant programme.

Recommendations of the Police Academy of the Czech Republic in Prague for the following period

As a state university, PA CR will continue trend of openness of studies and diversification of the study offer. Taking into account the changing conditions of the national security climate and the existence of new security threats, the University will continuously continue to analyse and implement new knowledge into the already accredited study programmes. Following the Long-term Development Plan of the PA of the Czech Republic for 2014-2020, a new concept of study programmes has been implemented, which flexibly responds to the educational needs of police and security practice, especially by diversifying and expanding the portfolio of newly accredited study . An attribute of improving the quality of the teaching process in this respect will be the optimisation of the composition of the subjects taught so that graduates receive a practical education to the maximum extent possible. from students, especially from the field of security practice, is another tool for improving the quality of teaching and other generated outputs.

In order to improve the quality of studies, as well as to provide a friendly approach to students, the

PA CR to develop to the extent possible the technical facilities of the University and the culture of academic life at the University. The established system of quality assurance and evaluation will be systematically used for its monitoring and rapid response to suggestions for its improvement, including the elimination of identified problems.

Quality assessment in doctoral studies

In the doctoral studies, the Police Academy of the Czech Republic in Prague in focused with positive results mainly on the interconnection of the contents and topics of dissertation theses with the practice of security forces and public administration as well as the connection with the scientific research activities of the Police Academy of the Czech Republic. It should be noted that most of these events were held at a distance, due to the ongoing COVID-19 pandemic.

The quality control of doctoral studies was dealt with in detail by the Professional Council of the PA of the Czech Republic at its meeting in 2020. It expressed its opinion on the fulfilment of the study plans of doctoral students, approved a change of supervisor for some of them and clarified the title of the dissertation. The standards set for dissertation defences have proved to be successful and have contributed to their quality (e.g. at least a seven-member committee appointed by the Rector from among professors, associate professors and distinguished representatives of the field - two or more members not belonging to the academic community of the PA CR, three opponents as a standard. The rules for the conduct of dissertation defences are enshrined in a document entitled "*Study and Examination Regulations for Studies in the Doctoral Programme of the Czech Academy of Sciences in Prague*". Specifically, this is Article 14 of the document (http://www.polac.cz/dokument/stzkrad_phd.pdf).

In , a total of 7 students graduated from the doctoral programme. A questionnaire was distributed to all of them in May 2021 in which the respondents reflected on their study experience. Half of the students responded to the questionnaire, a total of 4. The questionnaire was evaluated using a qualitative method and its results will become the basis for the further direction of the doctoral study programme, or for partial modifications in accreditation submissions in the context of this degree. It should be noted that all interviewees stated that they were satisfied with their studies and that graduation had brought them benefits, both in professional and personal development. These respondents did not rule out the possibility of becoming involved in teaching and research activities, which can be identified as a clear positive. The work of one

PhD thesis on *"Peace Operations of the International Community"* was awarded by the National Security Council as a contribution to national security policy.

Interest in doctoral studies at the PA CR and its openness

The number of applicants for doctoral studies at the PA CR in the last 3 years exceeds the supply, i.e. the number of places available for applicants. The following table summarises the data on the interest in the doctoral programme in Security and Legal Studies, Security Management and Criminalistics over the last 3 academic years.

Table 1: Interest in doctoral studies at the PA CR

P61 - Doctoral study programme in security and legal studies, majoring in security management and criminalistics		
	logged in/of which ped. work. PA CR	Accepted
2018/2019	22/3	10
2019/2020	16/2	8
2020/2021	26/4	13

Recommendations

PA CR as a state university has a priority interest in the further continuation and development of doctoral studies. At the same time, there is a desire for the PA CR to have internal PhD students, but here the PA CR faces the problem of funding. The study will remain open. Feedback from graduates is also an important factor for self-evaluation. It leads valuable suggestions enabling them to be reflected in a future application for accreditation of a doctoral programme.

1.2 Related activities (habilitation, rigorous proceedings)

Habilitation

A new accreditation is being prepared, which must be based on the upcoming new accreditation of the doctoral programme.

Rigorous proceedings

In 2020, there was a qualitative shift in the actual defence of rigorous theses and state rigorous examinations, where all candidates successfully passed the state rigorous examination, which was not the case in the previous period. Improvement can be seen especially in the aspect of deepening cooperation with selected staff of the PA of the Czech Republic, especially in the field of empirical research.

1.3 Quality assessment in internal and external evaluation processes

Post-promotion practice of graduates

The main objective of the mapping of post-promotion practice of PA CR graduates was to find out whether graduating from PA CR enables its full-time graduates to find appropriate employment and to what extent it enables those who already have a job, i.e. graduates of combined studies, to improve their professional career.

The sub-objectives of the questionnaire survey were to further map:

- data on employed and unemployed graduates of the PA CR after graduation at the time of the survey;
- how the graduates of the study are, in their own opinion, prepared for the performance of tasks in their employment (business) in terms of use of knowledge and skills acquired during the teaching of selected subjects, both theoretically and practically;
- whether graduation from the PA CR had an impact on the further career development of students in service (employment);
- partial information on the opinions of graduates on the content and organisation of teaching at PA CR in terms of evaluation of readiness for practice;
- the opinions of PA Czech Republic graduates on the overall applicability of the acquired education in their employment (business).

The survey was administered to 602 graduates (via email communication) between 21 February 2020 and 15 April 2020.

A total of 149 out of all graduates surveyed (25%) responded to the request to participate in the post-promotion survey, of which 57 were full-time graduates () and 92 were combined graduates (). Compared to the previous academic year, there was approximately twice as many students participating in the survey, which is a positive finding.

Alumni opinions on selected areas of teaching

The majority of full-time graduates () make full or use of the education acquired during their studies at the PA CR their new jobs. A quarter (24%) of full-time graduates use this knowledge to a lesser extent. For graduates of the combined form of study, 71% of the surveyed graduates stated that they use the education acquired at the PA CR in their employment and job in or to a greater extent, 29% of graduates use the knowledge acquired by studying at the PA to a lesser extent.

A significant majority of the graduates (89%) stated that their studies at the PA CR had prepared them very well or well **in theory** for their future profession. In terms of **practical preparation** for their future profession, respondents rated their studies at the PA CR as very good to good in 65% of cases, 21% as average and the remaining 14% as poor to very poor.

Employment of PA CR graduates

Based on the respondents' statements, it can be concluded that the impact of their studies on their employment is positive, both in terms of their first job (for full-time graduates) and in terms of the impact on their professional career (graduates of the combined form). The number of unemployed graduates, or respondents of full-time studies at the PA CR is - it should be noted that this figure is not completely transparent, as it is based on a relatively small number of respondents. In this respect, this figure would deserve a deeper analysis in the context of data from, for example, the Labour Office. In the long term, it should be noted that the employability of PA graduates in the Czech Republic is at a high level.

The following table gives an overview of the employment of PA CR graduates:

Table 2: Overview of the employment situation of graduates of full-time and combined forms of study

Area of employment	PS and KS students	
	Number of	%
Entrepreneur (self-employed)	0	0
Employee in the private sector	37	25
Public sector employee - employment relationship	21	14
Employee in the public sector - service relationship	13	9
Member of the BS in service	69	46
Student	0	0
Unemployed (full-time study only)	9	6
Total	149	100

The impact of study on graduates' professional careers after graduation

57% of the combined graduates surveyed stated that they do not directly or indirectly manage any other staff. Only 11% of the combined graduates surveyed stated that they manage several organisational units. One organisational unit is managed by 32% of the respondents from the combined form of study. 58% of the respondents from the combined form of study stated that the graduation of the PA CR had an impact on the assignment to a function (job position) that corresponds to the education they possess. Among the respondents of graduates of the combined form of study, approximately one third of them stated that graduating from the PA CR had no impact on their career development and that they hold the same function or job position as before they started their studies.

Almost all of the full-time graduates interviewed stated that they did not directly or indirectly manage any other staff. A majority of full-time graduates of the PA CR stated that they were assigned to a position (job title) corresponding to their educational background upon graduation.

Table 3: Overall readiness acquired by studying at PA CR (knowledge, skills and abilities) to perform the function (job) they hold

Readiness gained from studying at the PA CR	Number of students	Number of students (%)
Very good	81	54
Good	58	39
Rather weaker	6	4
Weak	4	3
Total	149	100

The surveyed graduates of the PA CR in both full-time and combined forms of study assess their overall readiness (knowledge, skills and) to perform the function (job) they hold as good to very good in the absolute majority of cases.

To what extent is studying at PA CR a good basis for entering the workforce, coping with current work tasks, future career, personal development and the development of professional goals?

The majority (73%) of the surveyed graduates of the PA CR in both combined and full-time study form evaluate their competences in the context of entering the workforce, coping with current work tasks, prerequisites for future career, personal development and development of professional conclusions unambiguously positively.

Recommendations

On the basis of the above data, it can be concluded that the impact of studies on the employment of graduates of the PA CR is positive, both in terms of their first job (for graduates of the full-time form of study) and in terms of the impact on their professional career (graduates of the combined form).

The above evaluation shows that the Police Academy of the Czech in Prague prepares its graduates in the area of theoretical basis at a high quality level. On the other hand, it is necessary to state that the implementation of practical application of legal science, management and police work is to some extent a matter of experience, which graduates can acquire only in their employment.

For the purpose of surveying the post-promotion experience of graduates, the questionnaire survey technique seems to be the most appropriate. For the following post-promotion survey, it will be necessary to consider how to ensure the distribution of the questionnaire

or how to simplify the content itself. Distribution in the form of electronic media could help to further increase the involvement of graduates of individual study programmes in the context of post-promotion practice, or external evaluation of education at the Police Academy of the Czech Republic in Prague.

Student evaluation of teaching quality

The main objective of the student evaluation of teaching quality is to find out students' opinions on the quality of teaching of selected subjects and the quality of pedagogical activities. Students' opinions are measured students' agreement/disagreement with the following statements:

1. I consider this subject to be beneficial for my further education.
2. The teaching of the subject is generally of good quality.
3. The teaching is clear and .
4. The subject brings new information for me (which I didn't have before).
5. I am satisfied with the teaching of the subject.
6. The teacher was able to arouse my interest in the subject.
7. The teacher is helpful, responds to questions, tries to explain the problem.
8. The teacher comes to class well prepared.
9. The teacher shows genuine interest in the intellectual and professional growth of his/her students.
10. I'm happy with the teacher.

After the preparation of the survey, an invitation to actively participate in the student evaluation of the quality of teaching was sent to all students (bachelor's and master's students of the PA CR) via e-mail through the module ANKETA, which was accessible in the Student Information System in the period from 18 May 2020 to 7 June 2020.

Table 4: The following table gives an overview of active participation

Academic year		Number of students	%	Number of comments (from enrolled students)
2016/2017	ZS	332	15	257
	N	213	10	134
2017/2018	ZS	295	12	293
	N	154	7	162
2018/2019	ZS	246	11	210
	N	138	6	116
2019/2020	ZS	224	10	222
	N	65	3	121

data collection, 65 students completed the electronic questionnaire via the SURVEY module and had 121 written comments on the courses and their teachers. The number of students who actively participate in the survey is generally low and on average represents approximately one tenth of all students - in the summer semester 2018/2019 138 students participated in the electronic quality assessment (116 written comments). Students participate more often in the quality assessment of teaching in the winter semester than in the summer semester. It should be noted that the internal evaluation of teaching at PA CR took place during coronavirus crisis, which may have had an impact on the lower number of evaluators involved.

Teacher evaluation

Students overwhelmingly rate the teachers in an overwhelmingly positive way. This is evident from the fact that **86% of the students** (81% in the winter semester 2019/2020) who took part in the survey **agree or tend to agree with the statements that lecturers are able to arouse interest in the subject, respond to students' questions, come to class well prepared, show a genuine interest in students' professional growth and motivate them for further study.**

9% of students disagree with this assessment, which is approximately the same proportion as in the winter semester 2019/2020 or in the previous academic year 2018/2019.

Table 5 Teacher evaluation

Numerical rating	Verbal evaluation	Share
1	I agree	71 %
2	I rather agree	15 %
3	Hard to decide	5 %
4	I rather disagree	6 %
5	I disagree	3 %

Students' written comments to teachers - summary:

- written Representations students at instructor reinforce Positive quantitative assessment;
- Mostly very positive students evaluate the erudition and professional approach of the teachers;
- helpfulness to students a connecting theoretical knowledge with practical experience;

- in several cases, teachers are verbally evaluated negatively, mainly because of their unprofessional approach, unwillingness, uninteresting explanations, deviation from the topic, etc,
- However, the fact is that written evaluations are highly subjective and do not show the required level of objectivity. A low number of students participate in written assessments.

Evaluation of subjects

Among the subjects whose teaching is evaluated as high quality, we can include in particular Labour Law, Political Science, Civil Law, Commercial Law, Public International Law and Constitutional Law and State Studies. Courses that are negatively evaluated include History of Police, Case Studies and Modelling of Disaster Scenarios and Risk Management.

The students surveyed mostly rate the quality of the teaching of the courses they have enrolled in. This finding is based on the fact that more than **85% of the students** who participated in the survey agree or tend to agree with the statements that the teaching is of high quality, clear and understandable, the subject is beneficial, it brings new information and they are mostly satisfied with the teaching of the subject. According to the students' written comments on the course, students mostly appreciate the quality of the lectures in the course and the enrichment with interesting knowledge that they will use in practice. In contrast, however, some subjects, mainly due to approach of the lecturer, are considered by students to be superfluous or unusable in practice.

Recommendations

The poll fulfilled its goal. The vast majority of students who participated in the evaluation of courses and teachers evaluate the quality of teaching rather positively and are mostly satisfied with it.

The aggregate results of the evaluation of the quality of teaching show a positive response from students, but it must be stated that the number of evaluating students is significantly low. Almost all courses are evaluated by a maximum of 5 eligible students, which makes the evaluation result rather subjective and factual. Taking this into account, the unilateral statement of the student who was the only one to evaluate the teacher or the taught subject as irrelevant, while not expressing

A representative view of the quality of teaching of at least one half of the eligible students. Thus, both negative subjectively motivated evaluations and positive evaluations must be viewed in this way. The above shortcomings can be addressed primarily by increasing the number of students who participate in the evaluation.

The following general conclusions can be drawn from the surveys conducted so far (15 in total, of which 2 were conducted in written form and 13 electronically), focused on student evaluation of the quality of teaching:

1. In all the surveys carried out, positive evaluations of both the teachers and the subjects taught clearly prevail.
2. Teachers themselves are also showing more interest in the results of the survey.
3. In the long term, it has not been possible to motivate a higher number of students who actively participate in the evaluation of the quality of education.

Based on the results of the current student evaluation of the quality of teaching, we can recommend:

1. Continue to motivate students through faculty academic staff to become even more involved in student evaluation of teaching quality.
2. Through the Vice-Deans for Studies and Development, to alert students and academic staff of the faculties to the possibility to get acquainted with the results of the student evaluation of the quality of teaching in the Student Information System.
3. Discuss critical comments made by students about the quality of some courses and teachers with the relevant academic staff individually through the heads of departments.

1.4 Quality assessment - internationalisation criterion

The long-term development plan of the PA CR for the period 2014-2020 considers internationalisation as an important source of the university's development. Continuous strengthening of relations with foreign partners, expansion of cooperation in the field of development of mobility of pedagogical, academic and scientific staff, including employees and students, deepening, strengthening and searching for new forms of cooperation with partner organisations and institutions with which PA ČR has concluded bilateral agreements and has been cooperating with them for a long time, represent the main strategy in the field of international cooperation.

The assumption was to continue the set trend in 2020 and to implement the planned activities similarly as in previous years through various forms of international cooperation with on the indispensable role of personal contacts and negotiations.

The outbreak of the global pandemic in early 2020 and the introduction of strict measures against further spread of the covid-19 disease in all countries has practically fundamentally affected and changed the concrete possibilities of implementing foreign cooperation. Some activities had to be completely cancelled, and the implementation of other activities was transferred to the online environment.

In 2020, for the reasons mentioned above, only 7 foreign working trips were carried out with the aim of participating in conferences abroad, participating in meetings of international project bodies and collecting data as part of a scientific research task. This figure does not include mobility carried out under the Erasmus+ programme, is assessed in the next section.

Of the planned foreign admissions, only one from the Federal Republic of Germany was carried out before the measure came into force. It was not possible to carry out the traditional one-week study stays for students from abroad, during which they can get acquainted with police issues in the Czech Republic in the form of lectures and excursions, or to send students of the Police Academy of the Czech Republic to participate in a three-week international study course for students of police schools organised regularly by the Police Academy of Lower Saxony. The international round of the SVOČ (Student Scientific and Professional Activity), which has been held alternately at the Police Academy of the Czech Republic and the Police Academy in Bratislava for many and is a platform for the exchange of knowledge, experience and new trends in police work, could not take place either.

On the other hand, the Czech part of the flagship activity of the MEPA (Mittleuropäische Polizeiakademie) programme, a project of further education of police officers from seven European countries (Austria, Germany, Hungary, Switzerland, Slovenia, Slovakia and the Czech Republic), where the PA CR is the guarantor of the Czech part of the main course and the coordinator and main compiler of the Czech part of the study guide, has been implemented unchanged.

Within the framework of the involvement of the PA CR in the activities of CEPOL - the European Union's law enforcement training agency, no residential activity was planned to be organised by the University. A framework partnership agreement was signed, which allows direct and active involvement in CEPOL activities, for the period of

2021-2024. The implementation of a substantial part of CEPOL activities has been moved to the online environment.

In 2020, for the first time, the subject of criminology was taught in English. The course was supervised and taught by a professor from Tarleton State University (Texas, USA). Unfortunately, the teaching of this course also had to be converted to an online format during the semester.

The quantitative and qualitative objectives of the project have been met in the long term within the Erasmus+ programme, which is fully in line with the grant agreement and the ECHE charter. However, in there has been a significant reduction of activities in this area as well. In most cases, students' mobility was virtual (from their home university). In this way, 10 students from were admitted in the winter semester. The PA of the Czech Republic sent a total of 9 students to partner schools (, Poland, Lithuania,). Motivation for student trips takes place to an increased extent at faculty levels, meetings and personal consultations are organised at the international department. Departments include presentations by former student mobility participants in their classes. A number of academics and other staff use their own experiences of mobility to disseminate good practice. It is recommended to make maximum use of websites and social networks to present the results of mobilities.

At present, the PA of the Czech Republic records ten concluded bilateral arrangements. The development and extent of internationalisation is in line with the staff capacity of the International Cooperation Department, the limit of funds allocated in the budget for international activities and, last but not least, the limited number of professional academic and scientific staff with sufficient language skills. Despite these limitations, the Czech Academy of Sciences is experiencing a positive trend in the field of international cooperation and is gaining a reputation among its foreign partners, which is manifested primarily by the interest in establishing new contacts, it is a long-standing destination for mobility from abroad and there is an increasing interest in cooperation in the field of science and research.

2 EVALUATION OF CREATIVE ACTIVITIES AND DIRECTLY RELATED ACTIVITIES

The criteria for the evaluation of creative activities and directly related activities are compiled in accordance with the Methodology for the Evaluation of Research Organisations and Evaluation of Programmes of Special Purpose Support for Research, Development and Innovation, approved by Government Resolution . 107 of 8 February 2017 (hereinafter referred to as "Methodology 17+"). The supplement to the report on the evaluation of creative (scientific research activities) for 2020 thus reflects in particular the requirements of modules 1 - 5 of this methodology and its evaluation indicators. Given that the requirements of Methodology 17+ are very extensive and the evaluation process is still in the process of showing what needs to be taken into account, assessed and where to go, even though the aim is to achieve the best results in all the required criteria, the process is gradual.

The year 2020 was a very significant year in evaluation of creative, i.e. scientific research activities. In the first part of the year, the Self-Evaluation Report was prepared, which mapped in detail the scientific research activities of 2014-2018. In the final part of the year, this report, together with the overall presentation of the PA CR as a research organisation, was evaluated by the International Evaluation Panel. The outcome of the evaluation was the Evaluation Report, which, in addition to the scores and verbal evaluation, also contained a set of recommendations for the next period. The final overall evaluation of the Police Academy of the Czech Republic in Prague according to the 17+ Methodology for the first period of its implementation will take place in 2021. In the next period, it will therefore be important to continue the implementation of this methodology and to develop new strategic plans that will respond to the evaluation processes.

2.1 Quality of selected results

The year 2020 was characterised by efforts to continuously improve the quality of the results of creative activities in accordance with the requirements of Methodology 17+. This was reflected in the continued integration of scientific research activities with the application sphere. This intention is considered by the University to be one of the most important factors in the quality of results. Therefore, the scientific activity of the research institutes of the PA CR focuses primarily on applied research, or rather, it sees the importance of its research mainly in the area of social relevance. This aim was highlighted as one of the most important factors of the quality of results.

In the first part of 2020, the **first formal results of applied research of a non-publication nature** were registered, **which** were created in the framework of cooperation with other organisations - a certified methodology and two functional models.

Based on the assessment of the current quality of the selected results, the PA CR analysed all previous results and evaluations in **order to revise the appropriate tools and solutions to improve the quality of the results of creative activities.**

At the strategic level, the main criticisms of the evaluators requiring a greater representation of original data to identify new findings, formulate new conclusions that would be subjected to testing were taken into account.

In addition to this, the evaluators' requests were also accepted that there should be a progressive deeper use of the available literature sources by way of searching for good quality published data and their secondary analysis for the purpose of improving the quality of their own comparative results, which would be able to contribute to the formulation of new conclusions with their broad and deep scope.

As part of these internal development goals, steps were taken to gain **access to major global and European databases** of scientific results (Web of Science, Central and Eastern European Online Library and JSTOR Security Studies Collection). These databases will be made available to academics and students in 2021. The future goal is also to gain access to the Scopus database; in , it was not possible to gain access under CzechElib offer due limited conditions (interest from at least two other research organisations). At the same time, the PA CR published an electronic version of the journal Security Theory and Practice at the beginning of 2020.

In , the following publications were selected as the **best quality results** in accordance with the above:

- 1) HABICH, Lukáš; KLOUBEK, Martin et al. *Police services*. Prague: Police Academy of the Czech Republic in Prague, 2019. 230 s. ISBN 978-80-7251-481- 6.
- 2) SUCHÁNEK, Jaroslav et al. *Selected current criminalistic possibilities of identification of persons and things*. Prague: Police Academy of the Czech Republic in Prague, 2019. 164 p. ISBN 978-80-7251-500-4.

- 3) ČANDÍK Marek and Petr JEDINÁK. Systematic Education of State Employees as Necessary Condition for the Provision of Quality Service. Knowledge for Market Use 2017: People in Economics - Decisions, Behavior and Normative Models International Scientific Conference Proceedings. Olomouc 2017. ISBN 978-80-244- 5233-3.

2.2 Research performance

In , the **number of bibliometrizable results** entered into the RIV database **increased** compared to 2019, while the number of results in other categories was also slightly higher. The total number of individual publication results entered into the RIV database in 2020 was as follows:

Table 6 Publication outputs

Type of publication output according to Methodology 17+	Number of publications entered into RIV in 2019	Number of publications entered into RIV in 2020
D Article in proceedings registered in the Web of Science/Scopus database	1	4
Jimp/Jsc Scientific article registered in the Web of Science/Scopus database	1	1
B Specialised book	6	4
C Chapter in a professional book	14	18
Jost Peer Reviewed Article	29	29
Total	51	56

In order to improve research performance, **staff changes** were made in 2020, new academic staff were recruited with the intention of developing research activities and producing more quality results. In addition, staff capacities have been established and increased in the management and support of research and related activities.

In of research performance, an **internal audit of** the results reported so far and the definition of the results reported to RIV was created. Following the completion of this internal audit, a list of results to be added to the RIV database in 2021 was created and opportunities were opened for more voluminous reporting of results from scientific and research activities according to the current definition in future years.

At the same time, the PA CR applied for **five applied research projects** announced by the Ministry of the Interior of the Czech Republic and began preparations for future participation **in European programmes** to support research activities.

2.3 Social relevance

As already mentioned above, the Police Academy of the Czech Republic in Prague participated in the creation of two utility models and a certified methodology (certification by the Police Presidium of the Czech Republic) in . These were utility model No. 33728 Guiding mechanism for the implementation of vehicle-pedestrian crash tests and for testing active and passive safety of vehicles and utility model No. 33853 Device for vehicle extending and overturning. The research was funded by the Ministry of the Interior of the Czech Republic within the project VI20172020108 entitled Development of innovative methods for detecting road traffic crimes using electronic accident data.

In , the PA CR continued to participate in several applied research projects within the framework of special-purpose support and also submitted proposals for several other projects within the Ministry of the Interior of the Czech Republic.

At the end of 2020, a **continuous internal audit** (continuous opposition procedures) of the existing projects solved on the basis of institutional support for long-term conceptual development of a research organisation within the Development Programme of the Police Academy of the Czech Republic in Prague as a research organisation for the years 2017 - 2023, approved by the Decision of the Ministry of the Interior of the Czech Republic No. From the above mentioned internal evaluation it was concluded that despite some problematic influences (e.g. personnel) it is possible to continue work on research projects. One of the research lines has been closed with a final review. Throughout the process, **individual recommendations** were made concerning both societal relevance and other aspects related to the further direction of individual projects, e.g. publication of results in reputable journals or their applicability and transfer to security practice, etc.

In 2020, two researchers of the Police Academy of the Czech Republic in Prague were **nominated for the Award of the Minister of the Interior** for outstanding achievements in the field of security research, experimental development and innovation for 2020, doc. Ing. Jozef Sabol, DrSc. for his lifetime contribution and doc. Ing. Dr. Štefan Danics, Ph.D.

et al. for the "SAIRO" project. The SAIRO (System of Analytical Identification and Radicalisation of Persons) programme, which was launched as a pilot project in Czech prisons, is one of the outputs of the project addressed within the Development Programme of the Police Academy of the Czech Republic in Prague as a research organisation for the years 2017-2023

"Radicalisation - the symbolism of the criminal tattoo", the significant social relevance of which is clearly demonstrated by the continuing interest of the Prison Service of the Czech Republic in training their employees at the PA of the Czech Republic focused on its effective use.

2.4 Viability

In order to strengthen the organisational structure to support **systemic measures to improve the quality of scientific research activities of the PA CR**, new staffing measures were adopted in 2020. In 2020, the Vice-Rector for Science and Research, prof. Ing. Martina Blašková, Ph.D., who has an extensive scientific portfolio and experience within her work in Slovakia. In addition, a completely new position of Head of Science and Research was created and additional staff capacity was increased to support the development of scientific activities. The Science and Research Department, which was previously composed of three staff members, has been strengthened in 2020 with the addition of a new senior project management position. At the same time, other current activities carried out in the department have been transferred to other departments, which has also led to closer links and cooperation in the wider context of the PA CR. In particular, intensive cooperation has been established with the Human Resources Department, the Library and close and significant cooperation continues with the Information Technology Department.

In , **the formation for the innovation of using institutional support** for the long-term conceptual development of the research organisation was started. At the same time, the donor was consulted on these topics. The initial visions are for the use of this financial support strengthen incentives for high-quality and efficient scientific research and to address the long-term issue of doctoral students. The new concept will be developed after a comprehensive evaluation of the PA CR as a research organisation in the coming period.

Strengthening and improving the quality of doctoral studies and opening the full-time form of doctoral studies will be an important topic in 2021, when an application for **accreditation of a new doctoral study programme** will be prepared.

Thus, at the end of 2020, the development of the financing plan and the entire development of this concept was started.

Despite the unfavourable pandemic situation, **important international conferences** were held, in which the PA CR participated, and on the basis of a memorandum of cooperation with the American Tarleton State University (Texas), two professors from this university were hosted at the PA CR with the support of the Fulbright Foundation, who regularly lectured in criminology and participated in scientific activities.

Cooperation was also deepened with CEPOL and continued efforts to **internationalize research** and prepare for the acquisition of foreign research projects. However, these efforts were largely hampered by the pandemic situation.

In 2020, the **concept of a comprehensive Programme for the administration of scientific research projects**, for the registration of the results of creative activities (i.e. especially scientific research activities) and the export of data to the RIV database, a system for registering and approving requests for funding of products or services from institutional support for the development of a research organisation was prepared. The aim is a unified and transparent systematisation of scientific research activities of the PA CR, digitisation of related administration, management of research data and fulfilment of the strategy of open access to information, i.e. results of scientific research activities. **An institutional repository** should be created within the framework of this programme.

2.5 Strategies, concepts and recommendations

In terms of broadly conceived **strategic management of national significance**, the PA of the Czech Republic participated in the development of the National RIS 3 Strategy in 2020. Almost all priorities for the strategic development of science and research in the Czech Republic, proposed by the PA CR, were included in the National RIS 3 Strategy. In a similar way, the PA CR participated in the completion and commenting of a number of other documents (e.g. the prepared research programmes of the Ministry of the Interior of the Czech Republic). This expert activity enabled better focusing of future necessary intentions and objectives in the field of increasing the functionality of the internal quality assessment system, both in the educational and international cooperation sphere, and especially in the scientific research sphere.

With this in mind, the first steps were taken in 2020 to develop a strategic and conceptual programme as a tool for the long-term development of the research

organisation (**development programme**) throughout its broad field of science and research, building on the comprehensive (self-)assessment and concept of the 17+ Methodology, which also translates into university-wide issues.

At the end of the year, the first concept of **an incentive programme to support scientific research activities** was prepared. The programme should initially operate both independently and later be part of a new strategic programme (development programme) in the field science and research. In the context of the development of this new concept, all linkages and links to the implementation of higher national and supranational objectives and measures in the field of science and research will be reviewed.

Therefore, following the conclusions of the International Evaluation Panel conducted at the end of 2020 and in with the latest reassessment of the situation in the field of internal evaluation and quality assurance of scientific research activities and with the requirement to direct the Police Academy of the Czech Republic in Prague towards continuous strengthening of the quality of all processes and outputs, the following **system of strategic objectives** can be defined:

1. To develop a new strategic and conceptual programme as an instrument for the long-term development of the research organisation of the Police Academy of the Czech Republic (the development programme of the Police Academy of the Czech Republic), linking the existing results with the future requirements of the development of science and application practice, fulfilling the aspect of close adherence to the Methodology 17+.
2. To develop an incentive programme of the Police Academy of the Czech Republic in Prague, aimed at improving and rewarding the scientific research, publication, citation and other creative activities of academic staff.
3. Implement a system for the management and administration of scientific projects and projects of national and international application challenges, preserving the achieved outputs and facilitating the preparation of new projects and mutual collaborations.
4. In an effort to specify quantitative and qualitative parameters of scientific research activities, develop and submit an application for at least one scientific project for the Grant Agency of the Czech Republic (GA CR) and one project for the Technology Agency of the Czech Republic (TA CR).
5. To objectively evaluate the complex (institutional) results of science and research of the PA CR in terms of the quality of the achieved outputs and to continuously improve the institutional evaluation system.

6. Increase the number and especially the quality and level of appreciation of papers published in journals and proceedings of international conferences and scientific forums, registered in the Scopus and Web of Science databases.
7. Strengthen and expand cooperation with domestic and foreign organisations, especially in the field of joint projects and the implementation of socially beneficial security research.
8. Create conditions for the full-time form of the doctoral study programme and its harmonisation with the combined form of study, specifically in the area of building the quality of collaborative research at national and international level.
9. To prepare the first form of attributes and criteria for the evaluation of individual work performance of academic staff, in the area of scientific research and publishing, in relation to other areas of comprehensive performance evaluation.
10. Provide access to the Scopus database for all PA CR staff and students, including the creation of ORCID profiles for academic staff.

A strategic recommendation for the further direction of scientific research activities is the need to be based on the requirements of the **Methodology 17+** documents. This methodology, in addition to its evaluation function, comprehensively serves as a guide for a well-evaluated research organisation - a university.

3 EVALUATION OF THE THIRD ROLE OF THE PA CZECH REPUBLIC

3.1 Evaluation of CŽV at PA Czech Republic

Lifelong learning at the PA CR is organized in accordance with Section 60 of Act No. 111/1998 Coll., on Higher Education and on Amendments and Supplements to Other Acts and the Regulations of Lifelong Learning at the PA CR. The content of lifelong learning at the PA CR is based on the principles set out in the Concept of Lifelong Learning of the Police, which includes a standard and updated offer of educational opportunities, oriented towards courses legal, professional security, management, pedagogical, social science, etc.

In order to obtain feedback from the participants of CŽV courses at the PA CR, the Lifelong Learning Department of the PA CR provides all participants of the courses with an evaluation questionnaire to evaluate the course. In 2020, approximately 70% of the was submitted. The questionnaire survey shows a very good evaluation of the lecturing staff and the organisational provision of the LLL courses at the PA CR.

The interest in physical completion of the CŽV course at the PA CR is still high, which is reflected in the full use of the capacity of the classrooms at the PA CR. However, in 2020 there was a significant decrease in the number of courses and their participants, because in connection with anti-epidemic measures, 36 courses were cancelled as of 11 March 2020 and the distance form was not interested by the participants.

Table 7 Number of implemented CŽV courses at the Czech Republic

2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2020
54	55	68	77	84	68	55	22

Table No. 8 Number of participants in CŽV courses at the Czech Republic's PA

2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2020
1882	2774	2628	2637	3335	2914	2367	593

Table 9 Participation of other security forces in CJ courses at the PA of the Czech Republic¹

Academic year	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2020
Number of participants individual without components	BIS 107	BIS 215 VP 22	BIS 172 GIBS 26 CS 79 VP 36	BIS 178 GIBS 89 CS 14 VP 86 VS 204	BIS 92 GIBS 57 CS 160 VP 117 VS 307	BIS 154 GIBS 41 CS 200 VP 92 VS 668	BIS 94 GIBS 47 CS 125 VP 101 VS 38 VZ 10	BIS 16 GIBS 17 EN 44 VP 21 VS 3 VZ 3
TOTAL of participants	107	237	313	571	733	1 155	415	104

¹ BIS - Security Information Service; GIBS - General Inspectorate of Security Forces; VP - Military Police; CS ČR - Customs Administration of the Czech Republic; VS ČR - Prison Service of the Czech Republic; VZ - Military Intelligence.

The evaluation of the annual questionnaire survey shows that the quality of the delivered CVT courses was also at a desirable level in 2020. It can therefore be concluded that there is no need to take major action to improve the quality of the courses at present. The participants' suggestions were reflected by the course guarantors. The guarantor of each CVT course also held a discussion with the participants at the end of the course and invited them to fill in an evaluation questionnaire. He then evaluated the course in writing and discussed the evaluation with the head of the department.

3.2 Rating Quality - performance Social responsibility and other related activities

The Police Academy of the Czech Republic in Prague perceives its responsibility towards society as an important priority of its activities and reflects it in various activities responding to current social issues. It is in line with the general approach of universities to the definition of the third role - in particular lifelong learning, commercialisation or popularisation of research and development, information and advisory services and involvement in public life.

For example, the Department of Management and Informatics of the Faculty of Security Management organised a workshop on Cybercrime at the beginning of 2020. The aim of the workshop was to present current negative phenomena and trends taking place in cyberspace. The workshop was attended by representatives from both the government and the private . The mission of the course was to exchange information about the ongoing attacks and incidents, as well as to outline the possible cooperation, especially between the departments of the Criminal Police and Investigation Service of the Police of the Czech Republic, the General Inspectorate of Security Forces, the Customs Administration, the Security Information Service, the Army of the Czech Republic, the Financial Analytical Office of the Ministry of Finance of the Czech Republic, the Fire Rescue Service of the Czech Republic and experts working in the field of cybercrime investigation.

PA CR also organises a traditional open day twice a year, with tours of the PA CR campus, specialised classrooms and libraries available for those interested in studying and the general public. Traditionally, there is interest in firing ranges, especially the laser range, as well as in the bomb disposal robot or diving equipment. For those interested, there is also a tour of an intervention helicopter.

In collaboration with Tarleton State University in Texas, the

Lecture by **Prof. Dr. Tara O'Connor Shelley, Ph.D.** on *"Stress? Exploring the Causes and Consequences of Stress in American Police Officers"*. The lecture was conducted in English.

At the end of 2020, the International Department, under the auspices of the Rector, organized a lecture on the differences between security and police forces in the USA. The guest speaker for the online lecture was Richard Ojeda, Security Counselor at the U.S. Embassy in Prague, who lectured students, faculty, and staff on the differences between federal, state, and local security and police forces in the U.S., with a focus on the work of the Diplomatic Secret Service in protecting U.S. embassies around the world. Richard Ojeda also gave an overview of the recruitment and training process in these US agencies, gave examples of some of the incidents these agencies have handled in the past, and described the use of or forensic genealogy in the US. The Safety Board also discussed some of the major criminal cases in the U.S. today and cited further eliminating racial and social inequality as one of the major challenges facing U.S. law enforcement agencies. More than 60 PA students and staff attended the online lecture by the American guest. The American Embassy in Prague also announced the event on its Twitter account.

CONCLUSION

The year 2020 was not only a big for the Police Academy of the Czech Republic in Prague due to the global pandemic of the covid-19 disease. Most activities had to be transferred to the online environment, some had to be cancelled completely. Despite the unfavourable pandemic situation, the PA of the Czech Republic consistently focused on improving the quality of individual areas of its activities. Cooperation with foreign and domestic institutions continued to be deepened. High attention was focused on the area of creative, scientific research activities and on the preparation of new accreditations for doctoral and then habilitation procedures.

A strategic recommendation for the further direction of the Police Academy of the Czech Republic in Prague not only in scientific research activities is the need to be based on the requirements of the Methodology 17+ documents, which are also reflected in the affairs of the entire university, and in addition to their evaluative function, comprehensively serve as a guide for a well-rated research organization - university, including in of obtaining accreditation.

Appendix

evaluation reports of the Police Academy of the Czech Republic in Prague for the year 2020

Submitted by:

Rector of the Police Academy of the Czech Republic in Prague, Colonel Mgr. David Dlouhý, Ph.D.