

Police Academy of the Czech Republic in Prague



Appendix

to the report on the internal evaluation of the quality of educational, creative and related activities at the Police Academy of the Czech Republic in Prague for the year 2023

Prague 2024

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Home

The supplement to the report on the internal evaluation of the quality of educational, creative and related activities at the Police Academy of the Czech Republic in Prague for the year 2023 is prepared in accordance with the provisions of Section 77b(3)(b) 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 at the Police Academy of the Czech Republic in Prague with effect from 12 September 2017.

The provision of state security, including the training of security professionals, is undoubtedly one of the basic conditions for sustainable development in society. The Police Academy of the Czech Republic in Prague (hereinafter referred to as the Police Academy) plays an important role in the field of security education and other professional and scientific research activities.

"PA CR"). According to the Higher Education Act, PA CR is primarily intended for the education of professionals in the field of security of the Czech Republic.

These are mainly experts working within the security forces, i.e. within the Police of the Czech Republic, the Fire Rescue Service of the Czech Republic, the Prison Service of the Czech Republic, the Customs Administration of the Czech Republic, the General Inspectorate of Security , the Security Information Service and the Office for Foreign Relations and Information. PA CR also trains members of the Military Police, municipal police officers and state employees working in the field of security.

The PA CR thus prepares specialists and managers for the vast and diverse field of security practice. Graduates of the PA CR represent a preferred source of qualified personnel, as evidenced by the evaluative opinions of representatives of various security forces and institutions, as well as cross-border security partners, especially within the European Union.

1 Strategy of the PA CR and the system of quality assurance and evaluation of educational, creative and related activities at the PA CR

The Appendix to the Report on Internal Quality Assessment of Educational, Creative and Related Activities at the Police Academy of the Czech Republic in Prague for the year 2023 presents an overview of the outputs of the quality assessment system at the Police Academy of the Czech Republic. Its basic principles include an emphasis on the assessment of processes and their outputs, which form the backbone of the activities of both faculties and the Police Academy of the Czech Republic as a whole. Over the past period, attention has been paid to all the entities involved in quality assessment, and it includes a description of the individual areas assessed at PA CR.

The quality assurance and internal quality assessment is based on practice-tested procedures, covering the key areas of the PA CR's activities and its assumptions for further development, as elaborated in the strategic documents. The entire system, including the method of taking corrective measures and subsequent control of their implementation, is defined by the internal regulation "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".

The system of quality assurance and internal quality assessment is based on Act No.111/1998 Coll., on Higher Education and on Amendments and Supplements to Other Acts, as amended, and the relevant Government Regulation No.274/2016 Coll., on Standards in Higher Education. The evaluation results in the application of the quality assurance system for educational, creative and related activities and the gradual application of standards and procedures for internal quality assessment at the PA CR. This system is further developed, regularly monitored and regulated by means of diversified measures, taking into account the specifics of individual faculties and study programmes. In addition to the comprehensive analyses that make up this Report on Internal Quality Assessment of Educational, Creative and Related Activities, these include, for example, annual student evaluations of teaching, i.e. internal evaluations, and post-promotional practices that are conducted as surveys among graduates. It can be concluded that the PA CR management and all staff members have in mind to further improve the quality of all activities, as demonstrated by the ambition to introduce new study programmes at both faculties of PA CR.

The Police Academy of the Czech Republic in Prague also follows the approved document "Strategic Plan of Educational and Creative Activities of the Police Academy of the Czech Republic in Prague for the Period 2021-2026" (hereinafter referred to as the "Strategic Plan"), defining the main directions of the University's development and its approaches to fulfilling its vision and mission.

The Police Academy, as an integral part of the Czech education, in formulating its Strategic Plan is based on the Ministry's Strategic Plan for Higher Education for the period from 2021, issued by the Ministry of Education, Youth and Sports of the Czech Republic (hereinafter referred to as "MŠMT"), which it elaborates into the specific conditions of the University.

The unique role of the University, resulting from its statutory status as a state police university, is fulfilled in all areas of its activities - educational, creative and related activities - in the realization of its vision and mission. These areas of activities are contained in the individual operational objectives and follow-up measures respecting the principles of managing an effective institution.

1.1 Vision and mission of the PA Czech Republic

The Police Academy of the Czech Republic in Prague is an important, unique, inventive and ethically acting educational, scientific research and creative institution with a valuable socially responsible function and an irreplaceable contribution to the sustainable internal security of the Czech Republic and nearby European countries. It significantly contributes to the protection of the safety of the population, their full life and the protection of their homes, contributes to the higher efficiency of the public administration of the Czech Republic, helps to stabilise the critical infrastructure of the Czech Republic and Europe with its scientific and research results, activates the progress of security sciences in the European and global context, estimates future security threats and scientifically correctly, by combining academic and application potentials, solves their management and elimination.

The mission of the Police Academy of the Czech Republic in Prague, as a state university, is to educate professionals for the security of the Czech Republic, especially for the Police of the Czech Republic and other security forces, municipal police, the Ministry of the Interior and other public authorities involved in ensuring the security of the Czech Republic. It is open to civilian students preparing for their future profession in the field of ensuring the internal security of the state.

The PA CR pursues its mission in an increasingly competitive environment, both public and private universities, by improving the quality of existing study programmes and expanding the range of accredited study fields (programmes). For this purpose, the PA CR uses a number of tools, as indicated in the report on the internal evaluation of the quality of educational, creative and related activities at the Police Academy of the Czech Republic in Prague for the year 2022 (hereinafter referred to as the "report on the internal evaluation for the year 2022").

1.2 Strategic objectives of the PA of the Czech Republic

The strategic objectives are formulated in detail in the internal evaluation report for 2022. The actual implementation takes place on the basis of the "Plan for the Implementation of the Strategic Plan for Educational and Creative Activities of the Police Academy of the Czech Republic in Prague", which is submitted for a period of one year.

1.3 Implementation of the strategic plan for the development of the PA of the Czech Republic in the past period

In the past period, the PA CR has paid systematic attention to the priority areas of the strategic plan, such as the analysis of upcoming changes in the legislative environment and the identification of requirements for faculties in relation to ensuring accreditation of all three levels of study programmes, especially in the field of security education. The composition of the academic staff of each department was continuously evaluated with regard to the future ability to provide study programmes and to map the development requirements in this area.

The implementation plan of the PA CR was focused in particular on achieving long-term sustainability and development of the university in the area of meeting the standards for accreditation in higher education in all three levels of education.

Other stated objectives are gradually being met based on the University's implementation plan, as again detailed in the 2022 Internal Evaluation Report.

1.4. Internal regulations and standards of the PA of the Czech Republic

In , after evaluating the application from the previous period, a new incentive programme for the development of the Police Academy of the Czech Republic in Prague as a research

organisations (Instruction of the Rector of the PA of the Czech Republic No. 8/2023). Other internal standards include:

- Instruction No. 9/2023 of the Rector of the Police Academy of the Czech Republic No. 9/2023, establishing the Rules of Procedure of the Commission for the Development of Scientific Research Activities of the Police Academy of the Czech Republic in Prague
- Instruction No. 10/2023 of the Rector of the Czech Academy of Sciences regulating the procedure for the implementation of scientific research activities,
- Instruction No. 14/2023 of the Rector of the PA CR, which establishes the competencies and competence model of the gender advisor and the mechanism for addressing gender imperfections

1.5 Assessment of strengths, , opportunities and risks

An assessment of strengths, , opportunities and risks is provided in the Internal Evaluation Report. In terms of , in 2023 the University was able to improve the age structure of staff by recruiting younger academic staff with PhDs. All the risks mentioned in the internal evaluation report continue to persist.

2 Evaluation of the quality of educational and directly related activities

2.1 Quality assessment within the study programmes of the PA CR

In order of further improvement of the content and focus of study programmes, the University permanently monitors 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. 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 attention in this respect is paid to the issues of 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 University reflects the priorities and challenges of the Security Strategy of the Czech Republic, 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 (*Ministry of Interior of the Czech Republic, Czech Police, Fire Service of the Czech Republic, Czech Security Service, Czech Security Service, BIS, GIBS, etc.*) to deliver special lectures, present current topics to students, consultations and participation in scientific research activities of the faculties. Selected experts of security practice have been members of collective bodies of the University and faculties for a long time, i.e. the Scientific Council of the Faculty of Security Law of the Czech Republic in Prague, the Scientific Council of the Faculty of Security Law of the Czech Republic in Prague and the Scientific Council of the Faculty of Security Management of the Czech Republic in Prague.

The study documentation - especially 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 in particular legal, security and other social science subjects, make the content of the studies up-to-date in to recent trends in the societal situation.

In the educational process we have 2023 responded flexibly to changes in

the societal situation, the emergence of new security risks and internationalisation processes. Similarly, as in previous years, we have focused our attention on the evaluation of all accredited study programmes in order to prepare for their optimization taking into account the needs of police practice, security practice and public administration in the Czech Republic.

The results of scientific research activities continued to be implemented in all educational activities of the Czech Academy of Sciences, and the linking of the academic sphere with experts, especially security practitioners, continued to a significant extent.

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 organization and implementation of conferences, professional seminars, symposia and other events, organized either independently by the PA CR or in cooperation with other security entities. Within the framework of scientific research activities, academic staff are constantly involved in cooperation with experts from other public universities and the University of Defence. 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 permanently maintain direct contact with police and security practice through active participation in instructional and methodological workshops, workshops, departmental and international meetings, and through the implementation of internships at selected professional departments.

Academic staff of the University actively develop their professional and linguistic skills and abilities, especially within the framework of the doctoral study programme and rigorous proceedings. They participate in professional seminars, internships and courses within the domestic offers of the Ministry of the Interior of the Czech Republic and other ministries or at the international level, especially within the framework of CEPOL courses and other offers of foreign partner institutions or globally renowned organisers of scientific conferences or symposia. The above 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. Selected academics prepare expert opinions related to police and security issues under the auspices of the PA of the Czech Republic. The above-mentioned 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.

2.1.1 Study programmes and fields of study

Overview of Bachelor's and Master's degree programmes and fields of study, according to accreditations valid until 2024:

- Bachelor study programme "Security and Legal Studies"
 - B60 - major "Security and Legal Studies"
 - B61 - "Criminalistics and other forensic disciplines"
 - B62 - "Police activities"
- Master's degree programme "Security and Legal Studies"
 - N61 - major "Police Management and Criminalistics"
 - N62 - major "Security and Strategic Studies"
- Bachelor's degree programme "Public Administration"
 - B71 - major "Security Management in Public Administration"
- Master's degree programme "Public "

- N71 - major "Security Management in Public Administration"

Overview of Bachelor's and Master's degree , according to accreditations valid from 2022:

- B10 - Bachelor's degree programme "Security and Legal Studies", in both full-time and combined forms of study,
- B11 - bachelor's study programme "Police Activities", in the combined form of study,
- B12 - Bachelor's degree programme "Security Aspects in Public Administration", in both full-time and combined forms of study,
- N10 - Master's degree programme "Security and Legal Studies", full-time and combined form of study, common for both faculties.

Appendix to the tabular part of the evaluation report

Table 1

Number of students enrolled in the academic years 2022/2023-2023/2024

| Academic year | B60 | | B61 | | B62 | | N61 | | N62 | | TOTAL |
|------------------|---|----|-----|----|-----|----|-----|----|-----|----|-------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | <i>In this academic year, applicants applied to newly accredited study programmes</i> | | | | | | | | | | |
| 2023/2024 | <i>In this academic year, applicants applied to newly accredited study programmes</i> | | | | | | | | | | |

Table 2

Number of students admitted to study in the academic years 2022/2023-2023/2024

| Academic year | B60 | | B61 | | B62 | | N61 | | N62 | | TOTAL |
|------------------|---|----|-----|----|-----|----|-----|----|-----|----|-------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | <i>In this academic year, students were admitted to newly accredited study programmes</i> | | | | | | | | | | |
| 2023/2024 | <i>In this academic year, students were admitted to newly accredited study programmes</i> | | | | | | | | | | |

Table 3

Number of students enrolled each October 1 in the academic years 2022/2023-2023/2024

| Academic year | B60 | | B61 | | B62 | | N61 | | N62 | | TOTAL |
|------------------|-----|-----|-----|----|-----|-----|-----|-----|-----|----|-------------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 274 | 235 | 0 | 90 | 0 | 315 | 57 | 243 | 19 | 0 | 1233 |
| 2023/2024 | 113 | 166 | 0 | 45 | 0 | 133 | 8 | 48 | 3 | 0 | 517 |

Table 4

Number of students whose studies have been terminated for study reasons in the academic years 2022/2023-2023/2024 (unsuccessful in their studies, exams, etc.)

| Academic year | B60 | | B61 | | B62 | | N61 | | N62 | | TOTAL |
|------------------|---|----|-----|----|-----|----|-----|----|-----|----|------------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 15 | 52 | * | 17 | * | 50 | 3 | 28 | 0 | * | 165 |
| 2023/2024 | <i>can only be quantified in September 2024</i> | | | | | | | | | | |

* For this form of study, teaching was not implemented

Table 5

Number of students who dropped out by notification or did not enrol after interrupting their studies in the academic years 2022/2023-2023/2024

| Academic year | B60 | | B61 | | B62 | | N61 | | N62 | | TOTAL |
|------------------|---|----|-----|----|-----|----|-----|----|-----|----|-----------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 6 | 24 | * | 8 | * | 22 | 2 | 11 | 0 | * | 73 |
| 2023/2024 | <i>can only be quantified in September 2024</i> | | | | | | | | | | |

* For this form of study, teaching was not implemented

Table 6**Number of students enrolled in the academic years 2022/2023-2023/2024**

| Academic year | B71 | | N71 | | TOTAL |
|------------------|--|----|-----|----|-------|
| | PS | KS | PS | KS | PS/KS |
| 2022/2023 | <i>In this academic year, applicants applied for newly accredited degree programmes programs</i> | | | | |
| 2023/2024 | <i>In this academic year, applicants applied for newly accredited degree programmes programs</i> | | | | |

Table 7**Number of students admitted to study in the academic years 2022/2023-2023/2024**

| Academic year | B71 | | N71 | | TOTAL |
|------------------|--|----|-----|----|-------|
| | PS | KS | PS | KS | PS/KS |
| 2022/2023 | <i>In this academic year, applicants applied for newly accredited degree programmes programs</i> | | | | |
| 2023/2024 | <i>In this academic year, applicants applied for newly accredited degree programmes programs</i> | | | | |

Table 8**Number of students enrolled each October 1 in the academic years 2022/2023- 2023/2024**

| Academic year | B71 | | N71 | | TOTAL |
|------------------|-----|-----|-----|----|-------|
| | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 199 | 112 | 45 | 83 | 439 |
| 2023/2024 | 104 | 44 | 6 | 17 | 172 |

Table 9

Number of students whose studies have been terminated for study reasons in the academic years 2022/2023-2023/2024 (unsuccessful in their studies, exams, etc.)

| Academic year | B71 | | N71 | | TOTAL |
|---------------|--|----|-----|----|-------|
| | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 17 | 24 | 0 | 14 | 55 |
| 2023/2024 | can only be quantified in September 2024 | | | | |

Table 10

Number of students who dropped out by notification or did not enrol after interrupting their studies in the academic years 2022/2023-2023/2024

| Academic year | B71 | | N71 | | TOTAL |
|---------------|--|----|-----|----|-------|
| | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 1 | 2 | 0 | 1 | 4 |
| 2023/2024 | can only be quantified in September 2024 | | | | |

Table 11

Number of students per teacher in academic years 2022/2023- 2023/2024

| Academic year | PS | KS | TOTAL | Number of students at educator |
|---------------|-----|------|-------|--------------------------------|
| 2022/2023 | 849 | 1892 | 2741 | 24,04 |
| 2023/2024 | 723 | 1794 | 2517 | 23,97 |

* The number of students per teacher is common for both faculties.

Tabular part of the evaluation report related to study programmes according to the new accreditations valid from 2022

Table 12

Number of students enrolled in the academic year 2022/2023-2023/2024

| Academic year | B10 | | B11 | | B12 | | N10 | | TOTAL |
|------------------|-----|-----|-----|-----|-----|----|-----|-----|-------------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 389 | 325 | 0 | 449 | 0 | 0 | 110 | 431 | 1704 |
| 2023/2024 | 850 | 339 | 0 | 536 | 276 | 77 | 125 | 364 | 2567 |

Table 13

Number of students admitted to study in the academic year 2022/2023-2023/2024

| Academic year | B10 | | B11 | | B12 | | N10 | | TOTAL |
|------------------|-----|-----|-----|-----|-----|----|-----|-----|-------------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 192 | 314 | 0 | 337 | 0 | 0 | 94 | 318 | 1255 |
| 2023/2024 | 138 | 211 | 0 | 244 | 125 | 69 | 93 | 225 | 1105 |

Table 14

Number of students enrolled each October 1 in the academic year 2022/2023-2023/2024

| Academic year | B10 | | B11 | | B12 | | N10 | | TOTAL |
|------------------|-----|-----|-----|-----|-----|----|-----|-----|-------------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 174 | 246 | 0 | 287 | 0 | 0 | 81 | 281 | 1069 |
| 2023/2024 | 270 | 386 | 0 | 463 | 73 | 38 | 148 | 456 | 1828 |

Table 15**Number of students per teacher in the academic year 2022/2023-2023/2024**

| Academic year | PS | KS | TOTAL | Number of students at educator |
|---------------|-----|------|-------|--------------------------------|
| 2022/2023 | 849 | 1892 | 2741 | 24,04 |
| 2023/2024 | 723 | 1794 | 2517 | 23,97 |

Table 16**Number of students whose studies have been terminated for study reasons in the academic years 2022/2023-2023/2024 (unsuccessful in their studies, exams, etc.)**

| Academic year | B10 | | B11 | | B12 | | N10 | | TOTAL |
|---------------|--|----|-----|----|-----|----|-----|----|-------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 0 | 0 | * | 0 | * | * | 0 | 0 | 0 |
| 2023/2024 | can only be quantified in September 2024 | | | | | | | | |

* For this form of study, teaching was not implemented

Table 17**Number of students who dropped out by notification or did not enrol after interrupting their studies in the academic years 2022/2023-2023/2024**

| Academic year | B10 | | B11 | | B12 | | N10 | | TOTAL |
|---------------|--|----|-----|----|-----|----|-----|----|-------|
| | PS | KS | PS | KS | PS | KS | PS | KS | PS/KS |
| 2022/2023 | 12 | 35 | * | 36 | 1 | 2 | 5 | 20 | 111 |
| 2023/2024 | can only be quantified in September 2024 | | | | | | | | |

* For this form of study, teaching was not implemented

2.1.2 Recommendations for the next period

As a state university, the Police Academy of the Czech Republic in Prague will continue the trend of openness of studies and diversification of the study offer. In of 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 within the framework of a new concept that flexibly responds to the educational needs of police and security practice, especially by diversifying and expanding the portfolio of newly accredited study programmes. 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 the maximum amount of education applicable in practice. Feedback from students, especially from the field of security practice, is another tool for improving the quality of teaching and other outputs generated within the PA CR.

In order to improve the quality of studies and to provide a friendly approach to students, the PA CR will develop the university's technical facilities and the culture of academic life at the university to the extent possible. 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.

2.1.3 Rigorous proceedings

The rigorous procedure was initiated at the PA CR on the basis of the accreditation granted on the date of

1 November 2014. From the very beginning, there was considerable interest in the opportunity to undergo the rigorous rigorous procedure, especially among graduates of the follow-up master's programmes implemented at the PA ČR.

As of 31 December 2023, a total of 318 applications had been submitted, of which 280 met the conditions. The number of rigorous rigorous procedures initiated is therefore 280. The following tables give an overview of the rigorous procedure:

Rigorous proceedings

Table 22 Interest of applicants

| Academic year | Alumni Master's degree programme PA ČR | Graduates of master's degree programmes at other universities | TOTAL |
|---------------|--|--|-------|
| 2018/2019 | 25 | 1 | 26 |
| 2019/2020 | 8 | 1 | 9 |
| 2020/2021 | 15 | 0 | 15 |
| 2021/2022 | 15 | 1 | 16 |
| 2022/2023 | 19 | 1 | 20 |

Table 23

Rigorous proceedings - status as of 15 April 2024

Total number of initiated RAs 280 - number of applicants to the RA.

| | |
|------------|-----|
| Branch N61 | 211 |
| Branch N62 | 8 |
| Branch N71 | 61 |

Table 24

Withdrawal from the rigorous procedure (period 2018/2019-2023/2024)

| | |
|------------|---|
| Branch N61 | 4 |
| Branch N62 | 2 |
| Branch N71 | 3 |

Table 25

Number of submitted rigorous theses in the monitored period (as of 15 April 2024)

| | |
|----------------------|----|
| Branch N61, N62, N71 | 40 |
|----------------------|----|

Table 26

Overview of defended rigorous theses and successfully completed SRZK in the monitored period of academic years 2018/2019-2023/2024 (as of 15 April 2024)
Total number of graduates: 43 (in the reporting period)

| | |
|------------|----|
| Branch N61 | 29 |
| Branch N62 | 4 |
| Branch N71 | 10 |

Success rate of the rigorosis procedure

The following table shows an overview of the state rigorosum examinations and rigorosum thesis defences:

Table 27

Rigorous procedure - success and failure rates as of 15 April 2024

| Academic year | Number of graduates (successfully completed SRZK and defences) | Number of unsuccessful RAs (including RCs terminated due to the expiry of the maximum time to perform the SRZK) |
|------------------|--|---|
| <i>2018/2019</i> | 12 | 10 |
| <i>2019/2020</i> | 5 | 3 |
| <i>2020/2021</i> | 12 | 2 |
| <i>2021/2022</i> | 3 | 5 |
| <i>2022/2023</i> | 10 | 9 |
| <i>2023/2024</i> | 0 | 5 |

The failure rate in the rigorosum procedure due to the failure of rigorosants during the defence of the rigorosum thesis or the state rigorosum examination is low and does not deviate from comparable usual statistical values. The failure to complete the rigorous procedure is due to administrative reasons for unsuccessful candidates for the State rigorous examination, as they did not submit the completed rigorous thesis within the prescribed time limit. The main reason (according to the applicants' statements) is a high workload, sometimes in combination with family or health reasons, which do not allow them to complete the qualification thesis within the given deadline.

Quality assurance and evaluation of the rigorous procedure

All technical facilities and libraries of the PA CR are fully available to the applicants for the SRZK. Candidates positively evaluate the possibility of consultations with supervisors of relevant courses and with experts in the field. They especially appreciate the methodological support in solving the empirical parts of their rigorous thesis. The careful choice of opponents for the evaluation of rigorous theses also serves to ensure quality. There are cases where consultants and/or

the opponents motivate the rigorosants to continue the given issue on the basis of doctoral studies.

Significant results supporting quality and recommendations

Candidates from among the graduates of the PA CR positively evaluate the opportunity to apply for the rigorous procedure at their "alma mater" and the possibility to obtain the degree of PhDr. This clearly demonstrates the interest in this procedure. The topics of rigorous theses are selected from the published offer, and their own topics are also accepted. The quality of the output in the form of rigorous theses is ensured by the opponents and the rigorous thesis committees themselves.

Recommendations for quality assurance in the rigorosum procedure are formulated on an ongoing basis, especially on the basis of monitoring of this agenda at the PA CR. In the academic year 2021/2022, the rigorosum regulations were amended (candidates for the state rigorosum examination can now request the assignment of a rigorosum thesis consultant).

2.1.4 Doctoral studies

The Police Academy of the Czech Republic in Prague implements a doctoral study programme in Security and Legal Studies, majoring in Security Management and Criminalistics P61. The doctoral study programme is conducted in the form of combined studies. This fact is conditioned by the limits of funding of the full-time form of study.

The numbers of enrolments as of 1 October of each are also presented. It should be stressed that enrolment numbers are influenced by the number of students admitted in a given year. The table therefore does not reflect the interest in studies, but reflects the established limits for the admission of new PhD students, which are approved and, the amendment to the Higher Education Act of 2016, set by the Ministry of the Interior of the Czech Republic.

The entrance examination for the doctoral programme is structured and includes the following parts. A written language test in a selected foreign world language, an oral examination in selected subjects of the study programme Security and Legal Studies in the scope of the subject master's examination (Theory of Law and Constitutional Law, Criminalistics, Criminal Law, Psychology, Criminology, Management), points obtained according to the academic average from the state final examination of the master's study, points obtained for the demonstrated ability to properly justify the selection of the chosen dissertation topic and the methods of its processing, points obtained for the previously implemented

scientific and research publication activities of the candidate, points obtained for the correlation of the intended dissertation with the research plans of the PA of the Czech Republic and security forces.

In the doctoral study programme, students study according to individual study plans, in the form of planned teaching according to the timetable (summer and winter semesters), they prepare for examinations and individual consultations with teachers. The aim is to improve the professional and methodological readiness of students in the doctoral programme.

Doctoral studies Table 18

Number of applicants admitted to study in the academic years 2018/2019-2021/2022

| Academic year | Number of enrolled students | Number of admitted students (KS) | Number of enrolled students |
|------------------|----------------------------------|----------------------------------|-----------------------------|
| <i>2018/2019</i> | 18 | 10 | 10 |
| <i>2019/2020</i> | 18 | 9 | 8 |
| <i>2020/2021</i> | 18+ 8* | 6+ 7* | 6+ 7* |
| <i>2021/2022</i> | 19 | 16 | 15 |
| <i>2022/2023</i> | There was no admission procedure | | |
| <i>2023/2024</i> | There was no admission procedure | | |

*additional admission procedure

Table 19

Number of enrolments at 1 October 2023

| Academic year | Combined form of study | |
|------------------|--|-----------------------------------|
| | Total number (including interruptions) | of which PA Czech Republic Prague |
| <i>2018/2019</i> | 65 | 18 |
| <i>2019/2020</i> | 53 | 17 |
| <i>2020/2021</i> | 58 | 19 |
| <i>2021/2022</i> | 52 | 17 |
| <i>2022/2023</i> | 51 | 21 |

| | | |
|------------------|-----------|-----------|
| 2023/2024 | 45 | 15 |
|------------------|-----------|-----------|

Interest in doctoral studies at the PA CR and its openness

The number of applicants for doctoral studies at the PA CR has consistently exceeded the supply, i.e. the number of places for applicants, over a monitored time interval of more than 5 years. (The number of admitted students represents the quota approved by the Ministry of the Interior; following the amendment to the Higher Education Act of 2016, the PA CR follows the requirements of the Ministry of the Interior when admitting all applicants.) The following table summarises the data on the **interest in the Doctoral Programme** in Security and Legal Studies, Security Management and Criminal Justice in the interval of the last five academic years.

Table 20

Interest in doctoral studies at PA ČR

| Academic year | Combined form of study | |
|----------------------|---|-----------------|
| | Registered / of which ped. prac. PA ČR Praha | Accepted |
| 2018/2019 | 22/3 | 10 |
| 2019/2020 | 16/2 | 8 |
| 2020/2021 | 26/4 | 13 |
| 2021/2022 | 19/2 | 16 |
| 2022/2023 | There was no admission procedure | 0 |
| 2023/2024 | There was no admission procedure | 0 |

The surplus of interest clearly demonstrates that the doctoral study programme in Security and Legal Studies, the field of Security Management and Criminalistics, is attractive for those interested and theoretically and practically justified in the given structure (i.e. security management and criminalistics). In particular, the field of criminalistics is not compensable in comparable form at other universities in the Czech Republic.

The openness of doctoral studies is evident from the number of applicants who are not graduates of the PA CR. Doctoral studies at the PA CR appeal to both excellent graduates of master's studies at the PA and graduates from other . For example, in the academic year 2020/2021, a total of 13 students were admitted, including 5 graduates of the PA CR, 1 graduate of the Faculty of Law in Pilsen, 4 graduates of the Faculty of Law of Charles University in Prague, 1 graduate of the Faculty of Arts of Charles University, 1 graduate of the Faculty of General Medicine of Charles University and 1 graduate of the Faculty of International Relations of the University of Economics. The PA CR sees the trend towards openness as an important prerequisite for developing quality.

Success rate in doctoral studies

In the time interval under review, 25 doctoral students successfully completed their doctoral studies. The following table shows the data on the success rate.

Table 21

Number of graduates in each year

| Academic year | Combined form of study | | |
|--|---|--|--|
| | Total graduated / of which ac. prac. PA Czech Republic Prague | They terminated by self-reporting (or by not registering after interruption) | Terminated by failure (max. time exhausted, failure) |
| <i>2018/2019</i> | 4/0 | 3 | 4 |
| <i>2019/2020</i> | 7/2 | 4 | 5 |
| <i>2020/2021</i> | 2/2 | 2 | 3 |
| <i>2021/2022</i> | 3/2 | 4 | 4 |
| <i>2022/2023</i> | 6/1 | 3 | 4 |
| <i>2023/2024</i> <i>(k 15.4.2024)</i> | 3/1 | 4 | 3 |
| TOTAL | 25/8 | 20 | 23 |

The demanding nature of doctoral studies at the PA CR is illustrated by the numbers of doctoral students in the columns

"terminated by self-notification" and "terminated by failure or exceeding the maximum period of study". These figures reflect the typical failure factors for the combined form of doctoral study. According to the interviews with unsuccessful doctoral students in both columns (categories), these are mainly the following circumstances: difficulty in coping with the demands of the profession (high workload) and the demands of study, including the obligation to publish, family reasons, health reasons and various combinations of these factors, which are so limiting that even increased support from supervisors cannot compensate for them.

In with these outputs of the analysis of success rates in doctoral studies, the PA CR is ready to renew its efforts to create the conditions (especially financial resources) for the introduction and implementation of the full-time form of doctoral studies.

Quality assurance and evaluation of doctoral studies

Doctoral studies are organised according to the Study and Examination Regulations for the Doctoral Study Programme of the Police Academy of the Czech Republic in Prague. According to its competences, the quality control of the study is dealt with by the Professional Council of the Police Academy of the Czech Republic. It expresses itself especially on the fulfilment of study plans by individual doctoral students and also takes care of the quality of dissertations. An essential criterion of quality is the connection of the topics of dissertation theses with the focus of scientific research activities at the PA CR. The topic itself must be chosen by the student in such a way that it is based on and corresponds with the issues contained in the research projects of the PA CR and in the concept of development of the University. Teaching is carried out in the form of individual or group consultations and participation in lectures and seminars and participation in internships specified in the individual study . Feedback from doctoral students is also used to monitor quality. During the period under review, there was no negative feedback on the quality of teaching or the organisation of doctoral studies (e.g. examinations) from doctoral students.

Significant results supporting quality and recommendations

Important standards that have been achieved and which also support the quality of results in doctoral studies include:

- the interconnection of the study content and dissertation topics with the practice of security forces and public administration,

- interdependence with the scientific research and other professional activities of the University,
- Support of PhD students towards active presentation at scientific and professional conferences, including those organised by the PA CR itself,
- development of excellent issues within doctoral studies, e.g. on extremism and terrorism, cyber-crime, crisis management, etc.
- multidisciplinary qualification composition of the board and the list of trainers guaranteeing high quality specific know-how (unique compact of legal, security, economic, social science subjects).

The standards set for dissertation defences also serve to ensure quality and rigour. Dissertation examiners are eminent experts in the field, both from within the university and from other universities. Dissertation opponents, including the dissertation defence committee, are appointed by the Rector on the basis of proposals. The dissertation defence committee in the relevant field shall be at least seven members appointed by the Rector from among professors, associate professors and eminent representatives of the field. At least two members of the committee must not be members of the academic community of the PA CR. There must be at least two referees and at least one of them must be at least an associate professor or university professor (or a researcher of his/her level) and at least one of them must not be a member of the academic community of the PA CR.

2.1.5 Recommendations for the next period

The Police Academy of the Czech Republic in Prague is interested in having outstanding PhD students publish more and present their outputs to the professional public at home and abroad. It wants to support them in this through mentors.

The PA CR is also ready to renew its efforts to create the conditions (especially financial resources) for the introduction and implementation of full-time doctoral studies, seeing it as a quality tool for supporting young academics and a suitable start for the career of an academic (not only) at the PA CR.

The Board wants to support and develop professional cooperation with public schools offering similar doctoral programmes in order to promote comparability of the evaluation of doctoral study results in the external environment.

Within the quality assurance and evaluation system, there is room for the preparation of targeted research on the application of graduates of the doctoral study programme of the PA CR on the labour market (also in the scientific sphere).

2.1.6 Quality assessment in internal and external evaluation processes

Post-promotion practice of graduates

The main objective of the external evaluation of the quality of teaching and mapping of post-promotion practice of PA CR graduates was mainly to determine whether graduating from PA CR enables its graduates to find appropriate employment (in the case of full-time graduates), and to what extent it enables those who already have a job (in the case of graduates of combined studies) to improve their professional career.

The sub-objectives of the questionnaire survey were to find out:

- data on employed and unemployed graduates of the PA CR after graduation and 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 the 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 organization of teaching at PA CR in terms of evaluation of readiness for practice and
- the opinions of PA Czech Republic graduates on the overall applicability of the acquired education in their employment (business).

The questionnaire survey was conducted from 21 February to 15 April 2023 through email communication with 644 alumni.

A total of 142 of all graduates surveyed (22%) responded to the request for assistance with the post-promotion survey, of which 32 were full-time graduates (22%) and 110 were combined graduates ().

with the previous academic year, we can register a lower involvement of full-time students, which can be identified as a relatively positive finding, but in the following period we will try to appeal to graduates to be more involved in this evaluation. For combined students, this is approximately the same level of engagement as in the previous academic year.

Alumni opinions on selected areas of teaching

The majority of full-time graduates (60%) use the education acquired by studying at the PA CR in their new jobs to the full extent or to a greater extent. The remaining (40%) of full-time graduates use this knowledge half or to a lesser extent. For graduates of the combined form of study, 73% of the surveyed graduates stated that they use the education acquired at the PA CR in their employment and job in full or to a greater extent, while 27% of the graduates use the knowledge acquired by studying at the PA CR to a lesser extent or not at all.

The majority of graduates (95%) stated that their studies at the PA CR prepared them very well or well for their future profession in **theory**. In terms of **practical preparation** for the future profession, respondents rated their studies at the PA CR as very good to good in 32% of cases, 32% as average and the remaining 36% 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 overwhelming majority of graduates have found employment in the labour market, especially full-time students who have obtained employment after the state final exams or have already been employed part-time during their studies. Respondents from the combined form of study should be noted that they were already employed or employed in the security forces during their studies. In the long term, it should be noted that the employability of graduates of the PA CR is at a high level. Specific data are presented in the table below.

Table 28**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) | 7 | 5 |
| Employee in the private sector | 12 | 8 |
| Employee in the public sector. sector - employment relationship | 32 | 22 |
| Employee in the public sector. sector - service. ratio | 7 | 5 |
| Member of the BS in service | 84 | 60 |
| Student | 0 | 0 |
| Unemployed (full-time study only) | 0 | 0 |
| Total | 142 | 100 |

Impact of studies on graduates' professional careers after graduation

64% of the combined graduates surveyed stated that they **do not directly or indirectly manage any other staff**. Of the graduates surveyed, 9% of the combined form graduates stated that they manage more than one organisational unit. 27% of the combined form respondents manage one organisational unit. 59% of the respondents from the combined form of study stated that the graduation of the PA CR did not influence the assignment to a function (job position) corresponding to the education they possess. Less than half of the combined graduates surveyed (41%) stated that graduating from the PA CR had had an impact on their career development and that they hold the same function or job position as before they started their studies. 100% of full-time graduates stated that they directly or indirectly manage another worker(s). 76% of full-time graduates from the PA CR stated that, as a result of their graduation, they were placed in a function (job position) that corresponds to the education they possess.

Table 29

Overall readiness acquired through studies at the PA CR (knowledge, abilities and skills) to perform the function (job) they hold

| Readiness loaded studying at the PA of the Czech Republic | Number of students | Number of students (%) |
|--|---------------------------|-------------------------------|
| Very good | 45 | 32 |
| Good | 84 | 59 |
| Rather weaker | 6 | 4 |
| Weak | 7 | 5 |
| Total | 142 | 100 |

Respondents of PA CR graduates in both full-time and combined forms of study evaluate their overall readiness (knowledge, skills and abilities) to perform the function (job) they hold as good to very good, in the absolute majority of cases (91 %).

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 absolute majority (79%) of the surveyed graduates of the PA CR in both combined and full-time studies evaluate their competences in the context of entering the workforce, coping with current work tasks, prerequisites future career, personal development and development of professional conclusions unambiguously positively.

Recommendations

In the context of the data based on the questionnaire survey conducted among the graduates of the PA CR who completed their studies in the academic year 2021/2022, it can be stated that the impact of studies on their employment is positive, or 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-mentioned survey of graduates' post-promotion experience also shows that graduates have sufficient knowledge and skills, especially in the area of theoretical background. They partially expressed that they also have such knowledge and skills for the practical basis, however, it is necessary to

to state that practical experience can only be fully gained through the implementation of practical application of legal science, security science, management and police work. These practical skills can usually only be acquired by graduates in their employment, where they will be confronted with contemporary issues of application or security practice. It should also be mentioned that the PA CR has long reflected on the quality of feedback on its graduates, for example from the Police of the Czech or other armed security forces.

Evaluation of the methodology of the questionnaire survey

The post-promotion practice was carried out using the questionnaire survey method, this method seems to be the most suitable for our needs. A partial positive is the fact that almost as many graduates participated in the questionnaire survey as in the previous academic year. In the future, we plan to actively communicate with graduates and motivate them in an appropriate way to become increasingly involved in post-graduation practice.

Student evaluation of teaching quality in the academic year 2022/2023

The main objective of the student evaluation of the quality of teaching was to find out students' opinions on the quality of teaching of selected subjects and the quality of teachers' pedagogical activities. Students' opinions were measured by students' agreement or 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 by e-mail to all students of bachelor's and master's degree programmes of the PA CR via the module ANKETA, which was then used in the period from

May 15 to June 4, 2023 made available in the Student Information System.

During the data collection, 111 students completed the electronic questionnaire via the SURVEY module and had 113 written comments on the courses and their teachers. The number of students actively participating in the survey since its launch (trial run) is generally low and on average represents approximately one tenth of all students - 204 students participated in the electronic quality assessment (219 written comments) in the winter semester 2022/2023. Students participate more frequently in the quality assessment of teaching in the winter semester than in the summer semester. An overview of student participation in the electronic survey since its launch is given in the table below.

Table 30

| Academic year | | Number of students | % | Number of comments (from enrolled students) |
|------------------|-----------|--------------------|----------|---|
| 2018/2019 | ZS | 246 | 11 | 210 |
| | N | 138 | 6 | 116 |
| 2019/2020 | ZS | 224 | 10 | 222 |
| | N | 65 | 3 | 121 |
| 2020/2021 | ZS | 221 | 10 | 309 |
| | N | 106 | 5 | 194 |
| 2021/2022 | ZS | 200 | 9 | 223 |
| | N | 87 | 4 | 142 |
| 2022/2023 | ZS | 204 | 9 | 219 |
| | N | 111 | 5 | 113 |

Teacher evaluation

Students overwhelmingly rate the teachers in an overwhelmingly positive way. This is evident from the fact that **88% of students** (87% in the winter semester 2022/2023) who responded to the survey agree or tend to agree with the statements that lecturers are able to generate interest in the subject, respond to students' questions, and come to class well prepared,

show a genuine interest in the professional growth of students and motivate them for further studies.

5% of students disagree with this assessment, which is approximately the same proportion as in the winter semester 2022/2023 or the previous summer semester 2021/2022.

Table 31

Teacher evaluation

| Numerical rating | Verbal evaluation | Share |
|-------------------------|--------------------------|--------------|
| 1 | I agree | 66 % |
| 2 | I rather agree | 22 % |
| 3 | Hard to decide | 7 % |
| 4 | I rather disagree | 2 % |
| 5 | I disagree | 3 % |

Students' written comments teachers - summary:

- Students' written comments to the instructor reinforce the positive quantitative assessment;
- Mostly very positive students evaluate the erudition and professional approach of the teachers;
- friendliness to students and linking theoretical knowledge with practical experience;
- in several cases, teachers are verbally evaluated negatively, 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 are involved in written assessments.

Table 32

Evaluation of subjects

| Numerical rating | Verbal evaluation | Share |
|-------------------------|--------------------------|--------------|
| 1 | I agree | 72 % |
| 2 | I rather agree | 18 % |
| 3 | Hard to decide | 6 % |
| 4 | I rather disagree | 1 % |
| 5 | I disagree | 3 % |

The data presented in the table shows that the surveyed students mostly rate the teaching of the enrolled subjects as good quality. This finding stems from the fact that **90% of the students** who responded to the survey agree or tend to agree with the statements that the teaching is of good quality, clear and , the subject is useful, provides new information and they are mostly satisfied with the teaching of the subject - which is almost the same proportion as in the winter semester 2022/2023 or in the previous academic year.

4% of students disagree with this assessment, which is approximately the same proportion as in the winter semester 2022/2023 or the previous academic year.

Among the subjects whose teaching is evaluated as high quality, we can include in particular Commercial Law, Private Law II (civil and commercial), Criminology, Psychology, Police Pyrotechnics.

Students' written comments on the courses - summary:

- Students most often appreciate the quality of lectures on the subject and the enrichment with interesting knowledge that they can use in practice;
- some students of combined studies point to a mismatch between the time allocation for a subject and its content, for some subjects they would prefer a higher allocation, for others a lower allocation, but this is only a subjective view.

In the sense of the above, it should be noted that students evaluate individual courses positively, in the long . However, it is necessary to permanently

keep abreast of the latest trends in security and legal disciplines. Only in this way will quality teaching be provided and students will find it easier to engage in later work experience.

Recommendations

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 a student who was the only one to evaluate the teacher or the subject taught should be seen as irrelevant, while not expressing a representative opinion on the quality of teaching of at least one half of the eligible students. Both negative subjectively motivated evaluations and positive evaluations must be viewed in this way. The above shortcomings can be remedied 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 (20 in total, of which 2 were conducted in written form and 18 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 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 (winter and summer semesters of the academic year 2022/2023) it can be recommended:

1. Continue to motivate students through faculty academic staff to become even more involved in student evaluation of teaching quality.

2. 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.

2.2 International dimension

2.2.1 Evaluation of the internationalisation process

In accordance the Strategic Plan of Educational and Creative Activities of the Police Academy of the Czech Republic in Prague for the period 2021-2026, internationalisation and international cooperation have long been considered an important means of the University's development. It focuses in particular on supporting the sending of students to study at foreign universities and the admission of foreign students under the Erasmus+ programme. An integral part of this is the continuous strengthening of relations with foreign partners, expanding cooperation in the field of mobility of teaching, academic and scientific staff, including employees and students. The strategy of expanding the range of partner institutions and finding new forms of cooperation with institutions with which the PA CR has long-standing cooperation and bilateral agreements with them is also being implemented.

The year 2023 marked the return of a near reality before the covid pandemic. The vast majority of activities were implemented through personal contacts and meetings. The online environment is used less frequently, but it also has its important role in the implementation of international activities, especially in some phases of the preparations.

Currently, the Police Academy of the Czech Republic in Prague has twelve bilateral agreements.

The Police Academy of the Czech Republic in Prague is involved in several international training programmes. These include the European Union's Erasmus+ education programmes or specific programmes of international police and security education. This group includes the programme of further education of police officers

Mitteleuropäische Polizeiakademie (MEPA) and cooperation in activities supported by the European Union Law Enforcement Training Agency CEPOL.

In 2023, in addition to the Erasmus+ programme, 48 foreign working and business trips were carried out, mostly for the purpose of participating in conferences, symposia and workshops or to attend meetings of international programme bodies. In the vast majority of cases, academic and scientific staff make discussion presentations at conferences, presenting the results of research projects and tasks or responding to current topics in the field. Mobility activities carried out under the Erasmus+ programme are evaluated in the next section.

A total of seven foreign receptions took place. At the Police Academy of the Czech Republic in Prague we welcomed students from the Federal Republic of Germany and the United States of America, business meetings were held and foreign guests also attended the conference "Advances in Criminalistics".

The Czech part of the next year of the certified MEPA course, an important part of the project of further education of police officers from seven European countries (Austria, Germany, Hungary, Switzerland, Slovakia, Slovenia and the Czech Republic), was successfully implemented.

Within the framework of the activities of CEPOL, the European Union's law enforcement training agency, two residential activities focused on preventing and combating radicalisation leading violent extremism and on the use of open-source intelligence in the fight against terrorism were implemented with the significant support of the PA of the Czech Republic.

Membership of the AEPC (Association of European Police Colleges) is used to exchange experiences, share best practices, cooperate and coordinate in the field of police education.

The development and degree of internationalisation corresponds to the staff capacity of the International Cooperation Department, the limit of funds allocated in the budget for international activities and the number of academic and scientific staff with sufficient language skills. Despite these objective limitations, it can be stated that the Police Academy of the Czech Republic in Prague has a good reputation among its foreign partners, which is evidenced by the interest in establishing new partnerships and is a long-term destination for mobility from abroad. Academic and scientific staff are still

more often invited by various international institutions as experts in a particular security issue to conduct training, lectures and appearances at internationally important events.

2.2.2 Erasmus+ programme at the PA Czech Republic

The Police Academy of the Czech Republic in Prague has been a participant of the Erasmus programme since the academic year 2003/2004. In 2021, the PA CR became a successful holder of the "Erasmus University Charter" for higher education for the period 2021-2027 and is therefore continuing with international mobility and expanding international cooperation. The Police Academy of the Czech Republic in Prague is currently involved in the Erasmus+ programme under Key Action 1 (KA1) - mobility of individuals.

Currently, the PA CR is implementing student mobility for study stay, mobility of academic staff and other employees within the framework of KA1. The University cooperates with a total of 23 universities and colleges in 13 European countries. Our interest is to establish further quality cooperation, with the greatest emphasis on the compatibility of study programmes. Last but not least, it is very important that the concluded agreements are active. In 2023, the PA CR concluded a new contract with a university in Spain and Poland.

The focus of the PA of the Czech Republic, as stated in the "Erasmus University Charter", is student mobility for study. Priority is given to motivating full-time students of the first and second study . In the new programme period, doctoral students who have the possibility to go on a combined mobility of several weeks can also participate.

Motivation for student trips is being increased at faculty levels, meetings and personal consultations are organized 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 abroad to disseminate good practice. It is recommended to make maximum use of websites and social networks to present the results of mobilities. Within the framework of incoming student mobilities, continuous improvement of the quality of teaching in English and expansion of the range of subjects taught are among the main priorities. These efforts are successfully reflected in the steadily increasing number of international student enrolments,

who rate our institution with the maximum number of points after mobility. Feedback is provided by the online Beneficiary Module. The House of International , which is responsible for the Erasmus+ programme, evaluates the quality of the programme at the PA of the Czech Republic very positively, as evidenced by the positive evaluations in the annual final report.

Integration of foreign mobility participants into the life of the Czech Republic

The aim is to achieve maximum integration of international students and incoming staff into the life of our institution. Orientation weeks are organized for incoming students in the preparatory period before the mobility in order to facilitate orientation on , familiarization with the organization of the semester and the overall functioning of the institution. Maximum support is also provided for accommodation, including integration among Czech students. Another important activity is support with orientation in public transport, training in the principles of work safety and fire protection. Equally important is the training of students in the issue of medical security in case of sudden illness. A number of cultural and social events are also organised, and a Czech language course for foreigners is an excellent method of integration.

Academic staff attend a training programme at the relevant department in order to establish or further deepen mutual cooperation. Of course, maximum support from the PA CR is provided in arranging transport from the airport, as well as accommodation and meals on the premises. The mobility includes a cultural programme implemented in cooperation with the department concerned.

Number of students and staff sent and received - academic years 2022/2023 and 2023/2024

The table below shows the number of student and staff mobilities for the academic years 2022/2023 and 2023/2024.

Table 33

Student and Staff Mobility (academic year 2022/2023-2023/2024)

| Academic year | Student mobility | | Mobility of academic staff | | Mobility of other staff | |
|------------------|------------------|----------|----------------------------|----------|-------------------------|----------|
| | posted by | Admitted | posted by | Admitted | posted by | Admitted |
| 2022/2023 | 8 | 39 | 9 | 17 | 10 | 45 |
| 2023/2024 | 21 | 51 | 6 | 3 | 4 | 15 |

Number of student and staff mobilities by country

Most students came from Romania and Bulgaria. Students from other partner are sent in smaller groups. The steadily increasing number of international students admitted, as well as the national diversity of these students, is undoubtedly a positive phenomenon.

Students of the PA Czech Republic choose universities for their trips mainly on the basis of the study offer of the partner institution. An equally important factor is the interest in a particular country and last but not least, it is also economic reasons that determine the final choice.

Table 34

Academic year 2022/2023

| Country | Number of students sent | Number of admitted students | Number of seconded academics and other employees | Number of admitted academic and other Staff |
|----------------|-------------------------|-----------------------------|--|---|
| Slovakia | 0 | 3 | 10 | 19 |
| Bulgaria | 0 | 13 | 2 | 4 |
| Romania | 0 | 14 | 0 | 1 |
| Turkey | 1 | 1 | 0 | 1 |
| Lithuania | 1 | 4 | 2 | 0 |
| Hungary | 0 | 4 | 1 | 1 |
| Finland | 4 | 0 | 0 | 0 |
| United Kingdom | 1 | 0 | 1 | 0 |
| Israel | 1 | 0 | 0 | 0 |
| Poland | 0 | 0 | 1 | 4 |
| Spain | 0 | 0 | 1 | 0 |
| Germany | 0 | 0 | 1 | 32 |
| Total | 8 | 39 | 19 | 62 |

Table 35

Academic year 2023/2024 (completed mobility as of April 2024)

| Country | Number of students sent | Number of admitted students | Number of seconded academics and other employees | Number of admitted academic and other Staff |
|----------------|-------------------------|-----------------------------|--|---|
| Slovakia | 0 | 7 | 3 | 18 |
| Bulgaria | 0 | 16 | 0 | 0 |
| Romania | 0 | 10 | 0 | 0 |
| Turkey | 1 | 1 | 0 | 0 |
| Lithuania | 4 | 0 | 0 | 0 |
| Hungary | 1 | 10 | 0 | 0 |
| Finland | 4 | 2 | 0 | 0 |
| United Kingdom | 4 | 0 | 0 | 0 |
| Israel | 0 | 0 | 0 | 0 |
| Poland | 1 | 5 | 0 | 1 |
| Spain | 0 | 0 | 0 | 0 |

| | | | | |
|----------------|-----------|-----------|----------|-----------|
| Germany | 6 | 0 | 0 | 30 |
| Total | 21 | 51 | 3 | 49 |

Table 36

Academic year 2023/2024 (planned/future mobility - May-September 2024)

| Country | Number of seconded academics and other employees | Number of admitted academic and other Staff |
|----------------|---|--|
| Slovakia | 6 | 1 |
| Bulgaria | 0 | 0 |
| Romania | 1 | 0 |
| Turkey | 0 | 0 |
| Lithuania | 2 | 0 |
| Hungary | 0 | 0 |
| Finland | 3 | 0 |
| United Kingdom | 1 | 0 |
| Israel | 0 | 0 |
| Poland | 0 | 1 |
| Spain | 0 | 1 |
| Germany | 0 | 0 |
| Total | 13 | 3 |

Table 37

Overview of partner institutions - Erasmus+ programme

| State | Erasmus code | Name of institution |
|----------------------|---------------------|---|
| SLOVAKIA | EN LIPTOV01 | Armed Forces Academy Gen. M. R. Štefánik, Liptovský Mikuláš |
| | SK ŽILINA01 | University of , |
| | EN BRATISL06 | Police Academy in Bratislava |
| BULGARIA | EN SOFIA32 | Academy of Ministry of Interior, Sofia |
| | EN VELIKO02 | Vasil Levski National Military University |
| LITHUANIA | EN VILNIUS06 | Mykolas Romeris University |
| POLAND | EN SZCZYT02 | Police Academy in Szczytno |
| | EN WARSAW68 | War Studies University, Warsaw |
| | EN PILA02 | Stanislaw Staszic State University of Applied Science in Pila |
| GERMANY | D BOCHUM01 | Ruhr-Universität Bochum |
| | D NIENBUR01 | Police Academy of Lower Saxony |
| | D DRESDEN13 | Saxon Police University, Rothenburg |
| HUNGARY | HU BUDAPES54 | University of Public Service |
| GREAT BRITAIN | UK PRESTON01 | University of Central Lancashire |

| | | |
|------------------|--------------|---------------------------------------|
| | UK STAFFOR02 | Staffordshire University |
| TURKEY | TR ANKARA13 | Police Academy in Ankara |
| | TR AKSARAY01 | Aksaray Universitesi |
| | TR ANKARA23 | Social Sciences University of Ankara |
| ROMANIA | RO BUCURES14 | "Alexandru Ioan Cuza", Police Academy |
| FINLAND | SF TAMPERE16 | Police University College |
| UNLIMITED | NL APEDLO06 | Police Academy of the Netherlands |
| ISRAEL | UH ISRAEL | University of Haifa |
| SPAIN | E CASTELL01 | Universitat Jaume I |

3 Evaluation of creative activities and directly related activities

Criteria for the evaluation of creative activities and directly related activities are compiled according to the Methodology for the Evaluation of Research Organizations and Evaluation of Programmes of Special Purpose Support for Research, Development and Innovation, approved by the Government of the Czech Republic by resolution of

For this reason, the addendum to the internal evaluation report reflects in particular the requirements of Modules 1-5 of that methodology and the established evaluation indicators. Although the requirements set out in Methodology 17+ are demanding, the activities of the PA CR are aimed at continuously improving all creative activities and stimulating the scientific research efforts of all academic, administrative and managerial staff.

In 2023, the activities initiated in the previous year and aimed at initiating and deepening the significant research activities of the Police Academy of the Czech Republic continued. An updated version of the **Motivation Programme of the Police Academy of the Czech Republic in Prague** was published in accordance with the Rector's Instruction No. 8 of 8 September 2023 (hereinafter referred to as the "Motivation Programme"). Its main components were the definition of three strategic objectives, focused on:

1. Improving the quality of science and research.
2. Improvement of publication results and production of application results.
3. Developing and maintaining the reputation of the PA CR as a research organisation.

The achievement of *the first objective* was oriented towards the following sub-objectives:

- expanding the range of science and research projects,
- increase the number of successful scientific projects,
- Increasing the involvement of academic staff in projects.

In order to achieve the *second strategic objective*, a series of sub-objectives have been set as follows:

- informing about opportunities for institutionally relevant publishing,
- Valuing institutionally significant publications and application results,
- Substantive support for institutionally significant publications (impact papers and major proceedings),

- encouraging joint publications (co-authorship of major publications),
- creation of an experience database,
- valuing the creation of academic profiles and citations to published work.

Achieving *the third strategic objective* focused on strengthening the institution so that it can compete successfully the future. In particular, membership in programme committees of domestic and foreign scientific conferences, membership in editorial boards of domestic and foreign journals, organisation of scientific conferences, research stays at foreign universities, etc. were valued.

In 2023, the implementation of *the Gender Equality Programme of the Police Academy of the Czech Republic in Prague*, which would be developed in 2022, continued. The programme focused on creating favourable conditions for scientific research activities and equal opportunities for academic, managerial and research . Among its key objectives are:

1. Maintain a positive situation in the area of non-discriminatory behaviour.
2. Harmonise terminology in key documents.
3. Maintain the quality of managerial behaviour.
4. Maintain the quality of human resource management processes.
5. Harmonize amount personal allowances Academic female staff versus staff.
6. Improve the gender composition of research teams.
7. Maintain the positive trend of reconciling work and personal life.
8. Create the position of gender advisor/gender counsellor.
9. Create a mechanism to address gender imperfections.
10. Periodically evaluate and improve the *Gender Equality Programme*.

All of these gender objectives are logically linked and are set to support each other in their implementation. All activities were part of a broader plan to implement the **Development Programme of the Police Academy of the Czech Republic in Prague as a research organisation for the years 2021-2026** (hereinafter referred to as the "Development Programme"), which was approved in 2021 by the Ministry of the Interior of the Czech Republic as a strategic document defining the basic priorities of the Police Academy of the Czech Republic for the next six years.

3.1 Quality of selected results

During 2023, intensive efforts were made to continuously improve the results of the creative work in accordance with the requirements of Methodology 17+. The main objective was to link scientific research even more closely with the academic environment and the application of results in practice. This commitment is seen as a key element reflecting the quality of the achieved and the university activity as a whole.

Within the framework of this plan, the scientific research work of the PA CR departments focuses mainly on applied research. In line with previous trends, it continues to place strict emphasis on the production of high-value publications and high-quality projects.

These efforts have confirmed the upward trend in the number of projects submitted and a qualitative shift in the number of scientific projects awarded .

In 2023, collaboration continued on the following research projects:

1. ISF project entitled ARICA 2: Prevention of child sexual abuse, assistance to victims of child sexual abuse and tools to detect child sexual abuse online, an ISF (European Internal Security) project. Project coordinator: Police University College of Finland.
2. Project of the Ministry of the Interior of the Czech : Methods of preparation of a detailed property profile for the imposition of the protective measure "seizure of part of the property" under Section 102a of the Criminal Code. Project identification code: VC20222025001; SecPro Programme.
3. Project of the Ministry of the Interior of the Czech Republic: BEZNET: Safety of methodological procedures of restraint techniques in the performance of service interventions, VK01020172; OPSEC Programme.
4. Project of the Ministry of the Interior of the Czech Republic: DEZINFOPOL: Resistance of Police Officers of the Czech Republic to Disinformation Influences and Possibilities of Strengthening their Resistance through Education, VK01020187, OPSEC Programme.
5. Horizon Europe project called CHIMERA: Comprehensive Hazard Identification, and Monitoring systEm for uRban Areas, (Comprehensive system

Hazard Identification and Monitoring for Urban Areas), Grant No. 101121342. Project coordinator.

6. Horizon Europe project entitled CLARUS: Building clarity and preventing bias in digital forensic examination, interorganisational communication and interaction, Grant No. 101121182. Kentro Meleton Asfaleias, (KE.ME.A).

In addition to the above-mentioned projects that have received financial support, there has also been an increase in the number of detailed project proposals prepared and submitted.

All scientific research activities of the PA CR are systematically focused on continuous development, both qualitative and quantitative. This goal is pursued with the utmost care and implemented through comprehensive measures aimed at the successful fulfilment of this vision. The main objective is to strengthen scientific research work throughout its entire cycle, from the first ideas and inspirations through the formulation of precise premises and hypotheses to the final submission of projects or publications in peer-reviewed journals or presentation at scientific conferences.

As part of this effort, senior staff and selected academics work together to analyse the project and publication outputs to date. This analysis includes independent evaluations and reviews from peer reviewers. The aim is to build more effective mechanisms and stimulating conditions to connect academics and achieve acceptable projects and publications.

In accordance with the above, the following three publications were selected as excellent results of the PA CR in 2023:

1. KUDRNA, Jan. The possibilities of combating so-called disinformation in the context of the European union legal framework and of constitutional guarantees of freedom of expression in the European union member states. In: *International Comparative Jurisprudence*. 2022, Vol. 8, Issue 2, p. 138-151. ISSN 2351-6674. doi: 10.13165/j.icj.2022.12.002.
2. FIALA, Zdeněk and Kristýna MLEZIVOVÁ. Relationship Between the Act on Service Relationship of Members of Security Forces and the Code of

Administrative Procedure. In: Security Theory and Practice. 2022, No. 3, pp. 31-44. ISSN 1801-8211. e-ISSN 2571-4589.

3. PAĎOUREK, Jan, DUBSKÝ, Josef, KOVAŘÍK, Zdeněk, MLÝNEK, Jaromír.
Research on the opinions of university students of police academies in Prague and Bratislava on the Russian-Ukrainian conflict and related issues. In: Security Theory and Practice. 2022, No. 4, pp. 45-67. ISSN 1801-8211. e-ISSN 2571-4589.

3.2 Research performance

In the area of continuous registration and entry of **bibliometrizable results** into the RIV database (see table), the situation in 2023 compared to 2022 appears to be stable or with a favourable development. Results are being entered into the RIV in stages, depending on the inclusion of publications in the Web of Science and/or Scopus databases. The following number of publications for 2023 and earlier will be entered into the RIV database on 1 May 2024:

Table 38

Publication and non-publication results entered into RIV for 2022 and 2023

| Types of results according to Methodology 17+ | Number of outputs entered into RIV in 2022 | Number of outputs entered into RIV for the year 2023 as of 1.5. 2024 |
|---|--|--|
| Publication results | | |
| D - Article in the proceedings registered in the Web of Science/Scopus database | - | 4 |
| Jimp - Article registered in the Web of Science database | 6 | 9 |
| Jsc - Article registered in the Scopus database | 6 | 7 |
| B - Professional book | 4 | 3 |
| C - Chapter in a professional book | 9 | 52 |
| Jost - Peer-reviewed article | 20 | 31 |
| D - Proceedings | 39 | 60 |
| Non-publication results | | |
| F - Results with legal protection (utility model, industrial design) | - | - |
| M - Arranging (organising) a conference | - | 2 |
| N - Methodologies (NmetA) | - | - |
| W - Arranging (organising) a workshop | - | - |

In 2023, the scientific, research and creative activities of the PA CR focused on the fulfilment of continuing and newly defined security research priorities, both of national and European importance. Academics focused their creative attention on developing the theoretical foundations of security sciences. At the same time, they promptly responded to the requirements and challenges of Czech and European security practice.

Through a synergistic approach, they sought to actively link modern security science with current security practice.

Academic and research also continued to fully implement the *Development Programme of the Police Academy of the Czech Republic in Prague* as a research organisation for the years 2017-2023 and its harmonious connection with the newly defined *Development Programme of the Police Academy of the Czech Republic in Prague* as a research organisation for the years 2021-2026.

3.3 Social relevance

In the perspective of transfer and direct use of scientific results in practice, close cooperation with the Ministry of the Interior of the Czech Republic and interconnectedly with all components of the internal security of the state was important. The newly developed results were communicated to the security executive, security education institutions and also to direct security practitioners, especially in the form of our own professional journal *Security Theory and Practice*. This intention was successfully fulfilled in as well, as the journal's regular subscribers include the Ministry of the Interior of the Czech Republic, the Police Presidium of the Czech Republic, the Police Departments of the Czech Republic, the Supreme State Prosecutor's Office of the Czech Republic, the Office of the Government of the Czech Republic, the General Directorate of the Fire and Rescue Service, the Institute of Population Protection in Lázně Bohdaneč, police schools and many other important Czech and foreign entities. Since all articles in the journal are standardly supplemented with an annotation in English and, in addition, one issue per year (usually the third issue in the sequence) is published entirely in English, the results have been made available to the international professional community. A significant positive is that the journal has been included in the ERIH+ (European Reference Index for the Humanities and the Social Sciences) database since 2016.

In terms of wider dissemination of the new results to the domestic and European academic community, the latest findings were also published in 2023 in peer-reviewed monographs, conference proceedings and scientific journals. These publications will also be entered into the RIV system, where the electronic addresses of all published papers are also listed, allowing direct access to all groups of expected readers, namely academics, practitioners and university students.

It is precisely in the area of educational application that academics have continued to incorporate the results of their scientific work into newly published textbooks and scripts in an inspiring way. They have also incorporated appropriate ideas and relevant inspirations into the lectures and seminars given, both for undergraduate students and especially for master's and doctoral students, in an engaging and immediate manner.

In addition, security innovations were also incorporated into the lifelong learning courses, of which a total of 28 were implemented in the academic year 2023/2024. The content of the courses in 2023 included, for example, Representation and Etiquette, Current Social and Security Risks, Current Trends in Drug Issues, Current Issues in Criminal Legislation, Manifestations of Extremism, Diversions in Criminal Procedure, Power and Disease of the Media, Qualification Course for Criminalistics Experts, etc.

Publication activities of the PA ČR are mainly focused on *Law, Criminology, Penology, Social Sciences, Political Science, Natural Sciences* according to the FORD codebook.

3.4 Viability

In 2023, a new version of *the Incentive Programme* was released to provide incentives for the development of science and research. Furthermore, the *Gender Equality Programme* was implemented to create a gender-balanced environment.

In 2023, academic staff participated in many professional events and scientific conferences. In this way, the findings from the above projects were presented to the international community. The scientific efforts of the academic staff have translated into the following effects:

- Membership in the editorial boards of important foreign scientific journals (*Asian Social Science; "New Economics" Innovative and economics research journal; Public Security and Public Order, Production Engineering Archives, Poland; The Educational Review, USA; Journal of Human Resource Management; The Asian Institute of Research Journal of Social and Political Sciences; Socio-Cultural Management Journal; Economics & Management Information; Research Bulletins of the Faculty of Economics Science, Vojenské reflexie (SR)*),

- Preparation of article reviews for foreign scientific journals (*Internal Security PL*, *IJIL*, *Research Reports*, *PeerJ Computer Science*, *Journal of Global Research in Education and Social Science*, *Journal of Education, Society and Behavioural Science*, *Human Resource Development Quarterly* and many others),
- membership in the programme committee of foreign scientific conferences (UNWE 2023 - Bulgaria, 42th IBIMA Conference - Spain, System Safety: Human - Technical Facility - Environment - Poland),
- Membership of major international societies, forums and committees (Security Forum 2023),
- development of a methodology, utility or industrial design, prototype, functional sample, result reflected in legislation and standards and other non-publication results defined according to Methodology 17+ (S - specialized public database Open Web Encyclopedia Kmenysubkultury.cz),
- Membership in the editorial boards of major domestic scientific journals (journals of *Criminology*, *Security Theory and Practice*, *Lifelong Learning*, *Family Letters*),
- membership in important national societies (Czech Society of Criminology, CMPS, WEC 2023),
- Participation in invited lectures at the home university or conference (WEC 2023, Seminar of the Ministry of Interior of the Czech Republic),
- Participation in invited lectures at foreign universities (RKS Žilina and Cavtat - Croatia, on the topic of lecture Radiation Exposure Risk, its Quantification, Evaluation and Perception, 14th International Symposium on Protection against CBRNe Substances Malmö, Sweden, New Trends of Professional Training in the Armed Forces, 18 May 2023, Liptovský Mikuláš) and many others.

The PA of the Czech Republic also hosted the conference with international participation "Advances in Criminalistics 2023" (26 September 2023) and "New Approaches to Detecting and Identifying its Perpetrators in the European Union" (19-20 October 2023). Other notable activities include lectures by our academics, such as UNODC Tajikistan - Sentence planning and extremism in prisons; and CEPOL Prague - Prevention and Countering of Radicalisation Leading to Violent Extremism.

It is also necessary to mention the participation in the international scientific conference "Thirty Years of the Slovak Republic" held on April 20, 2023 at the Academy of Police Corps in Bratislava; or participation in the "3rd edition of the International Conference on Fintech, Cyberspace and Artificial Intelligence Law", Bucharest, Romania, on March 31, 2023, The Society of Juridical and Administrative Sciences; or participation in the international scientific conference Correctional Research Symposium 2023, Porto, Portugal.

The co-organization and scientific co-sponsorship of the International Annual Scientific Forum is considered a very important opportunity

"Networking on Sustainable Security in the Dynamic Environment" (SUSTAINSECURE-2023), held on 19-21 April 2023 at Mykolas Romeris University in Vilnius and Kaunas, Lithuania.

In 2023, the institution has focused on strengthening itself so that it will be able to compete successfully in increasingly competitive future. Particularly valued was participation in the program committees of domestic and international scientific conferences, membership in the editorial boards of domestic and international journals, organizing its own scientific conferences and conducting research stays at renowned foreign universities.

3.5 Strategies, concepts and recommendations

The strategic recommendation for the further direction of the scientific research activities of the PA CR is the need to build on the requirements of **the Methodology 17+**, the objectives and indicators of **the Development Programme** and the stimulating effects of **the Incentive Programme**, and in particular to strive to achieve possible **synergies** resulting from the harmonised interaction of all these documents.

The established vision of the Police Academy of the Czech Republic in Prague, in accordance with a detailed analysis of strengths, imperfections, opportunities and threats, logically and emphatically aims at the following comprehensive strategic goal: To systematically improve the quality of all activities of the Police Academy of the Czech Republic and to achieve a "B" grade in 2026.

In terms of further development of the organisation, PA CR will strive to implement the following recommendations:

- To fulfill the *Development Programme of the Police Academy of the Czech Republic in Prague* as a research organization for the years 2021-2026 and to link 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+.
- To develop a new, more comprehensively understood version of the *Motivation Programme of the Police Academy of the Czech Republic in Prague*, aimed at broader and more effective improvement and appreciation of scientific research, publication, citation and other creative activities of academic staff.
- To change the age structure of academic staff, resulting a generational change and the recruitment of a number of young promising staff. Maintain this trend in the coming period.
- To implement the so-called programme for the management of scientific research activities, i.e. a system for the management and administration of national and international scientific research projects, facilitating the preparation of new projects and mutual collaborations, including the collection and reporting of creative outputs - publications, methodologies, citations, presentations, etc.
- To objectively evaluate the complex (institutional) results of science and research of the Police Academy of the Czech Republic in Prague in terms of the quality and relevance of the achieved outputs, to continuously improve the system of institutional evaluation, to refine the mechanism of selecting the so-called excellent results of the institution.
- Increase the number and especially the quality of scientific articles published in journals and papers presented in proceedings of international conferences and scientific forums, registered the Web of Science and Scopus databases.
- Strengthen and expand cooperation with domestic and foreign and research organisations, especially in the area of joint projects and the implementation of socially beneficial security research.
- 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.

4 Evaluation of the third role of the Police Academy of the Czech in Prague

4.1 Evaluation of lifelong learning in the Czech Republic

Lifelong education at the Police Academy in Prague 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 Education of the Police Academy of the Czech Republic. Lifelong education at the Police Academy of the Czech Republic is based on the principles set out in the Concept of Lifelong Education of the Police Academy of the Czech Republic, which includes a standard and updated offer of educational opportunities, oriented to courses on legal, professional security, management, pedagogical, social science, etc.

From the organisational point of view, lifelong learning takes place in the form of short- and long-term courses, the content of which is provided by specialist departments and other workplaces. Every year, the PA CR addresses the personnel units of the Ministry of the Interior, the Ministry of the Interior, the General Directorate of the Fire Brigade, the Secondary and Secondary Schools of the Ministry of the Interior, the BIS, the GIBS, and the UZSI with their requirements and suggestions for lifelong courses. These suggestions are discussed at the individual departments and included in the Lifelong Learning Programme according to the capacity of the school. The PA CR provides continuing education in the offered courses free of charge to police officers and employees of the Ministry of Interior. The PA CR also provides meals and accommodation in the PA CR dormitories for participants of courses according to capacity.

The CŽV courses at the PA CR are also used by members of other security forces. Nothing changed in the organisation of CŽV courses in the year under review.

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**. The questionnaire is not anonymous, but some participants do not sign, some fill in only part of the questionnaire. Approximately 80% of the feedback was submitted in 2023. The questionnaire survey shows a very good evaluation of the lecturers and the organisation of the CŽV courses at PA ČR.

Table 39**Number of implemented CŽV courses at the Czech Academy of Sciences in 2017-2023**

| 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2023 |
|-----------|-----------|-----------|-----------|-----------|------|
| 68 | 55 | 35 | 46 | 46 | 41 |

The number of implemented CŽV courses at the PA CR in the academic year 2017/2018 reached its maximum capacity. In the academic years 2020/2021 and 2021/2022, the number of courses decreased due the COVID-19 pandemic. 41 courses were cancelled. In the year under review, there is a tendency to increase the number of CJV courses again.

Table 40**Number of participants in CŽV courses at the PA of the Czech Republic in 2017-2023**

| 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2023 |
|-----------|-----------|-----------|-----------|-----------|------|
| 2914 | 2367 | 1229 | 1230 | 1710 | 1574 |

The interest in taking a 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. The interest in the courses and the feedback from the participants demonstrate the consistently solid quality of the CŽV course offer at the PA CR, including in the year under review.

Table 41**Participation of other security forces in CŽV courses at the PA of the Czech Republic**

| Academic year | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 | 2023 |
|--|-------------|------------|------------|------------|------------|----------------|
| Number of participants individual security forces | BIS 154 | BIS 94 | BIS 29 | BIS 81 | BIS 92 | BIS 98 |
| | GIBS 41 | GIBS 47 | GIBS 46 | GIBS 42 | GIBS 45 | GIBS 22 |
| | EN 200 | EN 125 | EN 95 | EN 112 | EN 128 | EN 136 |
| | VP 92 | VP 101 | VP 51 | VP 57 | VP 64 | VP 67 |
| | VS 668 | VS 38 | VS 4 | VS 11 | VS 9 | VS 38 |
| | | VZ 10 | VZ 4 | VZ 9 | VZ 8 | VZ 21 |
| TOTAL | 1155 | 415 | 229 | 312 | 346 | 387 |

BIS - Security Information Service; GIBS - General Inspectorate of Security Forces; VP - Military Police; CS CR - Customs Administration of the Czech Republic; VS CR - Prison Service of the Czech Republic; VZ - Military Intelligence, UZSI - Foreign Relations and Information Unit

The evaluation of the annual questionnaire survey shows that the quality of the delivered CVT courses was also at a desirable in 2023. It can therefore be concluded that there is no need to take major action to improve the quality of the courses at this time. In 2023, efforts were underway to gradually increase the number of courses to the 2018/2019 level and these efforts

will continue in the following years. The suggestions of the participants were reflected by the guarantors of each . The guarantor of each CŽV course also led 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, discussed the evaluation with the head of the department and submitted the course evaluation to the CŽV department.

4.2 Quality assessment - fulfilling 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.

Membership in national and international scientific and professional societies is very important (membership six societies), the department is also involved in review and refereeing activities (books, journals, research reports, review of project proposals, refereeing of Ph.D. theses, project proposals, etc.). Other activities include participation in the Erasmus+ programme, national and international rounds of the SVOČ or teaching in lifelong learning courses.

Also in the evaluated period of academic years 2022/2023 and 2023/2024, several joint meetings of representatives of selected departments of the Police of the Czech and the Army of the Czech Republic with students were held in order to offer the possibility of future employment of our university graduates in security practice.

In 2023, the Police Academy of the Czech Republic also held its traditional "Open Day", with tours of the PA CR campus, specialised classrooms, laboratories and libraries available for those interested in studying and the general public. A number of selected departments of the Police of the Czech Republic participated in this event, presenting their activities and professional activities, as well as special techniques and equipment. In 2023, the interest was quite significant as there were over 1,500 visitors.

Conclusion

In ensuring and evaluating quality, the PA CR, as a state , bases all its activities on values and principles based on respect for the of law and the Czech Republic's anchorage in the European Union and the North Atlantic Alliance. Therefore, it follows and is desirable that the area of security education and training of security specialists, managers and experts in crisis management is primarily the responsibility of the state, which can thus adequately transform its dominant needs and visions in the field of security education into the management and development of security and military sciences at both state universities (Police Academy of the Czech Republic in Prague and the University of Defence), in real , i.e. on the basis of changing threats and risks in with developments in society and the world.

The PA CR therefore sees its ability to respond quickly and flexibly to the security vision and needs of the state in the field of education and scientific research projects as an important quality criterion. The implementation of new bachelor's and master's degree programmes that reflect the requirements of security practice can be considered as a reflection of this response. An application accreditation of a new doctoral programme was also submitted in 2023.

One of the equally important goals is to cooperate even with key partners at home and abroad and to enter into domestic or international projects as a solid carrier of expert know-how within the scope of its focus and study profile. This is why the PA CR also uses the cooperation with CEPOL and draws on the recommendations concerning the education (training) of police officers on topics with a European dimension, which EU Member States can use in their national training programmes. The identification and updating of priority topics for the education of police officers and other security experts, which are continuously carried out by CEPOL and MEPA, also inspires the innovation of the University's study programmes.