

# Police Academy of the Czech Republic in Prague



## Report

on internal quality assessment of  
educational, creative and related  
activities

at the PA of the Czech Republic in Prague

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## Home

The provision of state security, including the training of security professionals, is undoubtedly one of the basic conditions for sustainable development in society. The dominant role in the section of security education and other professional and scientific research activities is played by two *state universities*, one of which is the Police Academy of the Czech Republic in Prague. (hereafter referred to as PA CR). According to the law on universities, PA CR is intended for the education of professionals, especially for the security forces and municipal police and other professionals for the security of the Czech Republic.

These are experts working within the security forces (the Police of the Czech Republic, the Fire and Rescue Service, the Office for Foreign Relations and Information (all within the Ministry of the Interior). They also include the Prison Service (a department of the Ministry of Justice) and the Customs Administration (a department of the Ministry of Finance), the Military Police (a department of the Ministry of Defence), the Security Information Service and the General Inspectorate of Security Forces (both separate entities). Thus, these are experts falling under Act No. 361/2003 Coll., on the service relationship of members of the security forces, but also experts working as managers or crisis managers in the civil service, i.e. experts falling under Act No. 234/2014 Coll., on the civil service. Studies at the Police Academy of the Czech Republic are also directed to the field of municipal and city police, as stipulated by the amendment to the Act on Higher Education with effect from 1 September 2016. 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 EU.

The report on the internal quality assessment of the PA CR is prepared in with the provisions of Article 12 and paragraph 4 letter c) of the Act on Higher Education No. 111/1998 Coll., and on Amendments and Supplements to Other Acts (Act on Higher Education) 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 the Internal Quality Assessment of Educational, Creative and

Related Activities of the PA CR with effect from 12 September 2017.

The report on the internal quality assessment of the PA CR was approved by the Academic Senate of the PA CR on 30 May 2018.

**The approved version of the Report on the Internal Evaluation of the Quality of Educational, Creative and Related Activities at the Czech Academy of Sciences in Prague will be made available on the website of the Czech Academy of Sciences.**

## 1. VISION, MISSION AND STRATEGY OF THE CZECH REPUBLIC

The report on the internal quality assessment of educational, creative and related activities of the PA CR presents an overview of the outputs of the quality assessment system applied at the PA CR, with its basic principles including an emphasis on the assessment of processes and their outputs, which form the backbone of the activities of both faculties and the PA CR as a whole. Attention is also paid to all the entities involved in quality assessment. The report contains a description of the individual areas evaluated at the PA CR, including the results of the evaluation of individual activities.

*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 Decree 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 are the subject of this *Report on Internal Quality Assessment of Educational, Creative and Related Activities*, these include, for example, the annual student evaluation of teaching, i.e. internal evaluation, and as well as 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 long-term plan of the PA CR for the years 2014-2020 states the following mission and vision (goals) of the PA CR, which, according to the current evaluation, is consistently fulfilled both in the field of educational process and scientific research activities.

**The mission of the PA CR** is to develop the position of a centre of quality higher education and scientific organisation, especially in the field of security and legal studies and security management, in connection with the Ministry of the Interior of the Czech Republic (hereinafter referred to as "MV"), the Police of the Czech Republic (hereinafter referred to as "PČR"), the Fire Rescue Service of the Czech Republic (hereinafter referred to as "HZS") and other security forces of the state. PA CR occupies a specific position in the system of tertiary education in the Czech Republic. As the only state university, it focuses mainly on the training of professionals who will be managers and specialists of the Police of the Czech Republic and other security forces after graduation. The content of the study programmes and fields of study implemented at the PA CR as well as the scientific and research activities are largely exclusive.

The PA CR pursues its **mission** in the field of security and legal studies and security management in public administration in an increasingly competitive environment, both public and private universities.

**The vision of the PA CR** is to become the university of first choice, especially for the Ministry of the Interior, the Czech Police, the Fire Brigade and other security forces by way of improving the existing study programmes and expanding the range of accredited study fields (programmes). For this purpose, the PA CR will use the following tools in particular to enable it to assert itself in competition with other universities:

- To continuously evaluate and thoughtfully innovate existing study programmes taking into account the needs of police practice, security practice and public administration in the Czech Republic.
- To respond flexibly in education and research to changes in the security situation, to the emergence of new security risks and threats, to the processes of Europeanisation and internationalisation, especially by expanding the range of accredited fields (programmes)
- Modernize and innovate the forms of teaching in order to achieve greater efficiency and rationality of the educational process. To promote a wider use of activating forms of teaching with the intention of achieving a closer link between teaching and the practice of the security .
- To support the formation of excellent academics capable of contributing creatively to the development of the institution and security theory and practice through high-quality doctoral studies and a demanding habilitation process.

- To purposefully develop lifelong learning programmes in connection with the system of lifelong learning for members and employees of the Police of the Czech Republic, other security forces and the Ministry of the Interior.

- In scientific research activities, to consistently reflect the priorities of security research, of which the Ministry of the Interior is the guarantor, and to use the opportunities of public procurement and competitions in addition to scientific research projects financed from institutional support.
- The basic principle of the PA of the Czech Republic is to respect the rule of law in all areas of its activities, including the Czech Republic's anchorage in the European Union and NATO. The shared values of the PA CR academic community include:
  - Promoting democratic and moral principles and academic freedoms in all respects,
  - Maintaining and adhering to a high standard of moral principles and ethical principles regarding the , material, cultural and ethical values in work and study,
  - encouraging creative, critical and independent thinking, including its free expression,
  - promoting the unity of education and scientific research,
  - close interaction and cooperation between the two faculties of the PA CR in the field of education and scientific research.

The PA CR considers the freedom of research and educational activities as well as its integrity, autonomy and independence, academic self-government with regard to the ethical principles of scientific and pedagogical work and management, and the guarantee of academic freedoms to be crucial. The principles on which the PA CR has long based its quality assurance and evaluation are closely related to the internal culture of involving academic staff, students, alumni and other colleagues in quality improvement, assurance and evaluation. Emphasis is placed on transparency and professionalism in evaluation, and critical assessment of all aspects of teaching and research activities at PA CR. The aim of these principles is to promote a culture of the organisation based on academic self-governance and open communication with internal and external clients.

The emphasis placed by the PA CR on the above-mentioned key values of academic life and self-government is evidenced by the award that the PA CR received in the period under review in the of the Jan Opletal Award in 2015. This prize is awarded by the Student Chamber of the Council of Universities every odd year on the occasion of the International Student Day on 17 November. The prize is awarded to a person or group of persons for outstanding contribution in the development of , advocacy of academic rights and freedoms, strengthening of student rights and freedoms, significant contribution in the

fight against injustice, equal treatment and opportunities or

against any discrimination in the past period. The last time the Jan Opletal Prize was awarded was in 2015, when the prize was awarded to PA CR students Bc. Kateřina Mazánková and Mgr. Lukáš Miklas together with the Rector doc. JUDr. Josef Salač, Ph.O.

The PA CR perceives quality assurance and internal quality assessment as a support for its further development in accordance with the European concept of quality of university education and scientific activities. In this context, the quality of processes at PA CR is indicated by target outcomes such as the development of the student and his/her teacher. A concrete measure of quality is also the preparation of graduates who are able to apply themselves on the domestic and international labour market and are able to work with the latest knowledge and apply it in their daily activities.

PA CR as a state university is characterised by the provision of a number of activities at a central level compared to other universities in the Czech Republic. Following this fact, the quality assurance and internal evaluation of these activities is also carried out at the central level. In addition to the activities defined in Section 24(1) of the Act, the faculty bodies of the PA CR decide and act in matters of the development and implementation of study programmes, in cooperation with the management of the PA CR. The faculties are governed by the document [Rules of the Quality Assurance System for Educational, Creative and Related Activities and Internal Quality Assessment of Educational, Creative and Related of the Police Academy of the Czech Republic in Prague](#). Other activities are ensured at the level of the Czech Academy of Sciences as a whole in with the Statute of the Czech Academy of Sciences. It follows that quality assurance and internal quality assessment at the faculties concentrates on the educational and creative activities of the faculty. According to the Statute of the PA CR, personnel matters of academic and other staff are the exclusive responsibility of the Rector of the PA CR as the representative of the state university.

### **1.1. Implementation of the strategic plan for the development of the PA of the Czech Republic in Prague for the year 2017**

The document Plan for the Implementation of the Strategic Plan for the Development of the Police Academy of the Czech Republic in Prague for 2017 (hereinafter referred to as the Plan for the Implementation of the Strategic Plan 2017) was prepared as an update of the Long-term Plan for the Development of the Police Academy of the Czech Republic in Prague for the period 2014-2020. This represents an integral part of the strategic

management of the PA CR.

Both external and internal affected the implementation plan for the 2017 CS:

- By adopting **the amendment to Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Supplements to Other Acts (the Higher Education Act), as amended, and subsequent implementing regulations.** Given the fundamental impact of the amendment and the supplementary implementing regulations on the entire higher education system, the main

the topic for the PA CR is the implementation of the provisions and requirements resulting from the amendment into the processes and organisational structures of the university within the set deadline.

- Changes in the concept and organization of scientific research activities, as they result from the *Development Programme of the Police Academy of the Czech Republic in Prague as a research organization for the years 2017 - 2023*.
- Completion of the extension of the accreditation of the Faculty of Security Management to include "Administrative activities in public administration".

## **1.2. Evaluation of the implementation of the 52 Implementation Plan for 2017**

In 2017, all legal regulations governing all activities in the PA of the Czech Republic were amended and approved. In particular, the following legal regulations of the PA CR have been approved:

- a) [Statute of the PA of the Czech Republic](#), registered by the Ministry of the Interior on 21 August 2017 No. 104411-2/OBP- 2017.
- b) [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. Valid with effect from 12 September 2017 and registered at the Ministry of Interior on the same date under No. MV-107978-9/OPB-2017.
- c) [Regulations of the Habilitation Examination](#) at the PA of the Czech Republic, registered by the Ministry of the Interior under . MV-107978-8/OBP-2017.
- d) [Rules of Procedure of the Scientific Council](#) of the Academy of Sciences, registered by the Ministry of the Interior on 21 August 2017 under . MV- 100411-4/OBP-2017.
- e) [Lifelong Learning Regulations](#) of the PA of the Czech Republic, registered by the Ministry of the Interior on 21 August 2017 under No.MV- 100411-6/OBP-2017.
- f) [Study and Examination Regulations](#) of the PA of the Czech Republic for Bachelor's and Master's degree , registered by the Ministry of the Interior on 4 October 2017 under No. MV-100411-2/OBP-2017.
- g) [Study and Examination Regulations of the Ph.O.](#) PA of the Czech Republic for studies in the doctoral study , registered by the Ministry of the Interior on 4 January 2017 under No. MV-100411-3/OBP-2017.
- h) [Disciplinary Regulations](#) for Students of the PA CR, registered by the Ministry of

Interior on 12 September 2017 under . 107411-4/OBP-2017.

- i) [Electoral Rules of the Academic Senate](#) of the Academic Senate of the Academic Senate of the PA of the Czech Republic, registered by the Ministry of Interior on 21 August 2017 under No. 100411-5/OBP-2017.
- j) [Rules of Procedure of the](#) Academic Senate of the PA CR, registered by the Ministry of Interior on 21 August 2017 No. 100411-3/OBP-2017.
- k) [Scholarship Regulations](#) of the PA of the Czech Republic, registered by the Ministry of the Interior on 12 September 2017 No. 107411-5/OBP-2017.

- l) [Regulations of the selection procedure](#) for filling the posts of academic staff of the PA CR, registered by the Ministry of Interior on 12 September 2017 under No. 107411-6/OBP-2017.
- m) [Regulations of Study Programmes of](#) the PA of the Czech Republic, approved by the Ministry of Interior on 12 September 2017 No. 107411- 7/OBP-2017.
- n) [Accreditation Regulations](#) of the PA of the Czech Republic, registered by the Ministry of the Interior on 12 September 2017 No. 7100411-10/OBP- 2017.

From the above, it is clear that all relevant legislation has been approved and registered by the MoI, thus completing the above task.

In addition to the creation of these legal regulations, their discussion at the Rector's College of the Czech Republic and approval by the Academic Senate of the Czech Republic, further instructions of the Rector of the Czech Republic were issued

The position of Vice-Rector for Strategy and Development was created and filled at the PA CR as of 1 May 2017.

In accordance the plan of implementation of the SZ, the PA CR submitted an application to the Accreditation Commission of the Ministry of Education and Science in for the extension of the Bachelor's degree programme "Public " by the study field "Administrative activities in public administration", which was to be implemented from the academic year 2017/2018. The Accreditation Commission **recommended the** application for accreditation of the said field of study at its meeting held on 13-15 June 2016. However, the positive opinion of the Ministry was issued by the Department of Security Research and Education, under the authority of the Deputy Minister of the Interior for the Management of the Social and Health Security Section, Security Research and Project Management, only at the end of September 2016, i.e. already at the time when the amendment to the Higher Education Act was in force. The National Accreditation Office could thus no longer legally do anything other than stop the procedure. **Thus, the extension did not take place.** On December 2016, the National Accreditation Office decided to discontinue the proceedings on the application of the Police Academy of the Czech Republic in Prague of 6 April 2016 for the extension of the bachelor's degree programme in Public Administration to include the field of study "Administrative Activities in Public Administration" with a standard length of study of 3 years in full-time and combined form of study at the Faculty of Security Management of the Police Academy of the Czech Republic in Prague. The new application for accreditation of the new study programme must therefore be submitted in with the new rules set by the

National Accreditation Office and its preparation is currently being finalised.

The other priorities of the NW Implementation Plan have been implemented as intended. Specifically, we can mention the negotiation of a joint (doctoral) study programme project with a public law university, namely with CTU, Faculty of Biomedical Engineering. In 2017, the offer of teaching in English was also piloted for students of the PA CR (first

together with Erasmus+ teaching) and then an offer of a selected course in English was prepared by each faculty of the PA ČR.

A separate chapter is devoted to taking stock of scientific and research activities, and here we refer to the priorities of the NW Implementation Plan. accordance with the plan, the quality of the periodical „Security Theory and Practice" has been improved. For example, by introducing a specific issue of the periodical in English.

The PA CR also paid systematic attention to other priority areas of the implementation plan, e.g. analysis of changes in the legislative environment and identification of requirements for faculties in relation to securing accreditation of all three levels of study programmes, especially in the area of *Security Studies*. The composition of the academic staff of each department was continuously evaluated with regard to the future ability to provide degree programmes and to map the development requirements in this area.

### **1.3. Recommendations and implementation plan of the CS for the year 2018**

The document is conceived as a tool and part of the strategic management of the Czech Republic. It continues to be moderated by the ongoing implementation of the amendment to Act No. 111/1998 Coll., on Higher Education Institutions. Due to the fundamental impact of the amendment and the supplementary implementing regulations on the entire higher education system, the main topic for the PA CR in is the continued innovation of the regulatory basis and the implementation of the provisions and requirements resulting from amendment into the processes and organisational structures of the university. The implementation plan of the PA CR and the faculties of the PA CR in 2018 focuses in particular on the gradual introduction of additional requirements and standards according to the amendment to the Higher Education Act and the supplementary implementing regulations, including the methodologies issued by the National Accreditation Office for Higher Education to the of pedagogical processes and activities at PA CR as a state university.

The dominant goal of the PA CR is to respond to the conclusions and current requirements of the National Security Council for standards in security higher education. The PA CR considers a key priority for its further development to be the preparation of the accreditation file for habilitation and professorship procedures according to the new NAU rules and to prepare it in final form for submission to the National Accreditation Office for Higher Education. (The current agreement between the Czech Republic and the Slovak

Republic no longer allows for reciprocal recognition of associate and full professor degrees for accreditation purposes. Thus, the PA of the Czech Republic has de jure lost the possibility for its academic staff to be inaugurated, thus fulfilling the accreditation intentions of the school).

In the field of scientific and research activities, the PA CR will continue to implement the Development Programme of the PA CR in Prague as a research organisation for the years 2017-2023 with a focus on the evaluation of the quality of complex scientific results with an emphasis on the criteria of the primary areas introduced by the Methodology 17+. An important goal is to continue to improve the quality of the university periodical Security Theory and Practice and to introduce some issues of the journal in English as a standard (3+ 1 per year). The PA CR will build on the good results in organising scientific conferences in 2017 and intends to prepare at least two international conferences focused on current security issues. Other priorities include the following objectives:

- to improve the quality of information and communication technology equipment and network accessibility throughout the entire PA CR campus,
- improve the technical facilities for vocational training (modernisation of shooting ranges, both classic and laser),
- strengthen the staffing of accredited activities at the PA CR.

The aspect of internationalisation in the specific area of security provision, especially within EU, is also a permanent aspect of the development strategy of the Czech Academy of Sciences. The Czech Academy of Sciences will develop partnership cooperation in education and scientific research. Specific details are given in the following chapters.

A key attribute in the strategic plans for the development of the PA of the Czech Republic is a flexible response to the needs of state security and the specific needs of security forces and other entities, especially in the area of security management and crisis management of state and public administration. This link to socially relevant topics in the of security is reflected in pedagogical and scientific research activities at the University. The PA CR appreciates the positive feedback from representatives of security practice, who perceive PA CR graduates as competent personnel resources for the performance of tasks entrusted to them by their departments and institutions. The fact that a number of PA CR graduates are employed in key managerial positions in the security forces or in adequate positions in other security institutions of the state and public administration is proof of the adequate focus of the PA CR development strategy.

## **2. SYSTEM OF QUALITY ASSURANCE AND EVALUATION OF EDUCATIONAL, CREATIVE AND RELATED ACTIVITIES AT THE PA CZECH REPUBLIC IN PRAGUE**

In connection with the adoption of Act No. 137/2016 Coll., amending Act No. 111/1998 Coll., on Higher Education Institutions, the qualitative requirements for higher education institutions were redefined, to which the PA CR responded with a number of measures both in the legislative and organisational field. In the future, these measures should contribute to the achievement of a high level of quality not only in educational processes, science and research, but also in the area of cooperation of the PA CR in the fulfilment of its third role.

For the PA CR, the above-mentioned amendment meant not only the necessity to revise internal regulations (see below), but also a new legislative definition of stakeholders who actively influence education at the PA CR. The PA CR to cooperate all partners from the ranks of customers - graduates, both in the innovation of courses and in the of lifelong learning, but in terms of the number of accepted applicants, there has been a legislative change. While before the amendment the PA CR was governed by the requirements of the Ministry of the Interior in relation to the admission of members of the Police of the Czech Republic in , after the amendment it is governed by the requirements of the Ministry in to the admission of students in general (cf. § 95(3) of the Act).<sup>(1)</sup> The actual impact of this measure on the operation of the PA CR can only be assessed in the following academic , since for the academic years 2016/2017 and 2017/2018 the admission conditions were set before the amendment came into force.

### **2.1. Legislative changes**

The amendment to the Act necessitated changes to the internal regulations of the PA CR, which were discussed by PA CR in the course of the academic year 2016/2017 and subsequently registered. The scope of the regulations was expanded to include the 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 (hereinafter referred to as "Rules of Quality Assessment"), the Accreditation Regulations of the Police Academy of the Czech Republic in Prague (hereinafter referred to as "Accreditation Regulations"), the Regulations of Study Programmes of the Police Academy of the Czech Republic

<sup>1</sup> For the sake of completeness, it should be added that the academic community of the PA CR as well as representatives of the Council of Universities, the representation of universities under Section 92(1)(a) of the Act, have repeatedly expressed their disagreement with this new legislative definition during the legislative process, since the PA CR as a school educates not only members of the police, but also members of other security forces, such as the Prison Service under the Ministry of Justice, the Customs Administration under the Ministry of Finance, and the Security Information Service under the Office of the Government of the Czech Republic.

in Prague (hereinafter referred to as the "SP Order") and the Order of Lifelong Learning of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "CŽV Order").

In with the amendment to the Act, the Electoral and Rules of Procedure of the Academic Senate of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Electoral Rules of the AS") and the Rules of Procedure of the Academic Senate of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Rules of Procedure of the AS") were also amended.

The Statutes of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Statutes"), the Scholarship Regulations of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Scholarship Regulations"), and the Disciplinary Regulations of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Disciplinary Regulations") were updated (by approving new regulations), Rules of the Habilitation Procedure of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Habilitation Procedure"), Rules of the Selection Procedure for Filling Academic Staff Positions of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Selection Procedure"), Rules of Procedure of the Scientific Council of the Police Academy of the Czech Republic in Prague (hereinafter referred to as the "Rules of Procedure of the SC").

The change affected the study regulations, which remained divided into the Study and Examination Regulations for studies in the doctoral study programme at the Police of the Czech Republic in Prague (hereinafter referred to as the "DSP Regulations") and the Study and Examination Regulations of the Police Academy of the Czech Republic in for bachelor's and master's study programmes (hereinafter referred to as the "Study Regulations").

The processes of adopting internal regulations have been brought into line with the current wording of the Act, while the reader should be advised of the differences given by the Higher Education Act concerning state universities, including the PA CR. First of all, in of university bodies, the PA CR lacks a board of trustees, where the Act does not further delegate the powers conferred on the board of trustees to another body. The process of registration of internal regulations is also specific for state universities - it is a two-step process, where the regulations, after approval by the Ministry of Education, Youth and Sports, are subsequently registered by the Ministry of the Interior of the Czech Republic.

The number of internal regulations has been expanded compared to the list specified in Section 17 of the Act to include the SP Regulations, the CŽV Regulations, the Accreditation Regulations and the Habilitation Regulations. In accordance with the decision of the PA CR management, the Accreditation Regulations were also prepared and registered in case the PA CR decided to apply for institutional accreditation. However, at the beginning of 2017 it was decided by the PA CR management that in of the status of accreditations valid until 2022 and the as yet unclear position of the MoI in relation to the future mechanism for determining the requirements for the number of

admitted applicants to study, the PA CR will not seek institutional accreditation at this time. The powers of the Internal Evaluation Council have thus been taken over by the Scientific Council of the PA CR (hereinafter referred to as the "Scientific Council").

The key new regulation of the PA of the Czech Republic in terms of the future setting up of the quality management system can be considered to be the Quality Assessment Rules. When drafting the regulation, the PA CR authorities pointed to its strong interdependence with the strategic documents of the PA CR, as well as with other internal regulations and standards of the PA CR, and reflected this interdependence in the very definition of quality. According to the Quality Assessment Rules, quality is understood as the fulfilment or improvement of the standards of the activities of the PA CR in with its mission and its objectives, which are described in the Strategic Plan, the Statute, the internal regulations of the PA CR, and the internal standards of the PA .

In this document, the PA CR committed itself to systematic care for the quality of educational, creative and related activities, their maintenance and improvement, and as a quality assessment tool it chose to verify the degree of fulfillment of the mission and objectives of the PA CR and compliance with the standards of PA activities. PA CR has subscribed to internationally recognised principles of quality assurance, such as the European Standards and Guidelines for quality assurance in higher education (hereinafter referred to as "ESG") issued by the European Association for Quality Assurance in Higher Education (hereinafter referred to as "ENQA") in cooperation with the European Students' Union (hereinafter referred to as "ESU"). „ESU"), the European Association Institutions in Higher Education ("EURASHE") and the European University Association (hereinafter "EUA").

terms of collecting the basis for the evaluation itself, the PA CR has defined the primary sources as strategic, conceptual, balance sheet, analytical and other documents of the PA CR, its faculties and other units of the PA CR, data from the information systems of the PA CR, its faculties, or other public sources, own evaluation reports prepared by the units of the PA CR, usually on the basis of a predetermined outline, expert assessments, questionnaire surveys and data from databases.

Due to the time of the preparation and subsequent registration of the regulation as of 12 September 2017, it was not possible to complete, discuss and approve the internal standards of the PA CR for the evaluation process in 2017, and therefore the PA CR management was asked by the PA CR Scientific Council to complete them during 2018.

Similarly, the IT systems will be modified during 2018 to be able to provide the necessary data for the evaluation. A potential complication in this respect is the new Regulation (EU) 2016/679 of the European Parliament and of the Council on the protection of natural persons with regard to the processing of personal data and on the free movement of such data and repealing Directive 95/46/EC (general

Data Protection Regulation (hereinafter referred to as "GDPR"), which applies to the Czech Republic as of 25 May 2018. Due to the absence of implementing legislation, in particular the new Personal Data Protection Act and the still insufficiently developed methodology for , the implementation of the Regulation itself may cause time delays in the preparation of quality assessment systems.

Another of the tasks set by the Scientific Council for the units of the PA CR is the elaboration of internal standards regulating the system of quality assurance and evaluation at individual units, i.e. faculties of the PA CR.

## 2.2. Organizational changes

### Creation of a new unit of the Vice-Rector for Strategy and Development

In the of 2017, the management of the PA CR dealt in more detail with the new division of agendas in connection with a more effective setting of the system of management of self-governing agendas of the PA CR. In this context, with to the growing importance of strategic management of the PA CR, the management of the PA CR proceeded to the establishment of a new department of the Vice-Rector for Strategy and Development, which was appointed by **Assoc. RNDr. Josef Požár, CSc.**, who was awarded by the Security Council of the State last year for his lifelong professional activity in the field of cyber crime and cyber security and for his lifelong useful pedagogical activity in the field of education of members of the security forces of the Czech Republic. Strategic management as one of the integral elements of quality has been significantly strengthened in terms of personnel.

- **The Scientific Council took over the role of the Internal Evaluation Council of the PA CR**

As mentioned above, the role of the body responsible for quality assurance of educational, creative and related activities has been taken over by the Scientific Council.

In terms of personnel, the Scientific Council includes both prominent experts of the University and its faculties, representatives of graduate purchasers (e.g. representatives of security forces), and at the same time professional representatives of public life (e.g. Representatives of the public opinion, e.g. the Constitutional Court, the Security Committee of the Parliament of the Czech Republic), expert cooperating institutes (e.g. the Institute of Criminalistics in Prague) and representatives of cooperating universities, both

Czech (University of Defence in Brno, Charles University, Czech Technical University) and foreign (Police Corps Academy in Bratislava, University of Žilina). The composition of the Scientific Board is thus quite comparable to the recommended composition of internal evaluation boards

However, the PA CR would consider the involvement of all relevant stakeholders in the quality improvement system of the PA CR to be an ideal situation. The PA CR management, aware of the limits associated with the number of members of the Scientific Council in terms operability and efficiency of management, therefore decided in to take measures that would enable the involvement of other stakeholders in the life of the PA CR through questionnaires and surveys. In 2018, the PA CR plans to develop questionnaires related to teaching and lifelong learning, which would deepen the already existing involvement of representatives of all security forces in the teaching and creative activities of the PA CR, not forgetting the third role of the PA CR in relation to the general public.

During 2017, the Scientific Council met in the usual rhythm, i.e. 3 times a year, while three to four meetings are planned for 2018, depending the current agenda. Each meeting of the Scientific Council also includes a part dedicated to the evaluation of the quality of educational, creative and related activities at the PA CR. The responsible Vice-Rectors always report on the development of the agendas entrusted to them; in future, this section will be extended to include detailed information from the Deans of both Faculties on current developments at the Faculties. In , the Scientific Council devoted its meetings mainly to the preparation of the Rules of Quality Assessment and the timetable for the preparation of the assessment report; in 2018, attention will be paid to the first assessment report, as well as to the elaboration of the internal standards of the PA CR regulating the quality assessment process in more detail, and last but not least, to the innovation of the questionnaires addressed to students, graduates and relevant stakeholders.

### **2.3. Other PA Czech Republic bodies involved in quality assessment**

The quality evaluation system is built as an open system, accordance with the idea inherent in most of the functioning quality systems, where each member of the academic of the PA CR can address his/her suggestions and comments on the evaluation system to the PA management and the Scientific , either on his/her own or through his/her representatives in the PA CR Academic Senate. Given the start of the whole system, comments can be expected especially in the future.

In addition to the Scientific Council as the umbrella body, the bodies directly involved in the quality monitoring and evaluation system of the PA CR include the **Rector's College of the PA CR** (hereinafter referred to as the "Rector's College"), the **Academic Senate of the PA CR** (hereinafter referred to as the "Academic Senate") and, due to partial personal

interdependence, the **academic senates of the faculties**. Similarly, the

individual faculties are also involved in the system through their experts in the University's Scientific Council.

**The Rector's College** deals with the issue of quality assurance in a comprehensive manner, where it not only contributes to the creation and content of the internal regulations and selected internal standards of the PA CR, but also has to provide through its members to the PA CR management the much desired feedback from the PA CR units. At the same time, in the future it should create an information channel that will ensure the alignment of internal regulations and internal standards of the units with the intentions of the PA CR in the field of quality assessment.

The second equally important body that not only discusses but also approves the regulations governing the system of quality assurance and evaluation of educational, creative and related activities at the PA of the Czech Republic (hereinafter referred to as the "quality system") is the **Academic Senate**. It is worth mentioning here the one-third representation of students in the Academic Senate, which gives students the opportunity to directly influence the quality system. In the past year 2017, students were invited to suggest other possible ways of involving students in the improvement of the quality system. Again, suggestions are expected especially in 2018, also taking into account the short time since the standards governing the quality system came into force. In the case of student input, institutionalisation of student representation in the quality system may also be considered in the future.

The third body of the university, which envisaged by the law in the framework of setting up a quality management system, is the board of trustees of the university. At this point, it is worth repeating again for the sake of completeness that the PA CR as a state university does not establish a governing board as a higher education institution.

#### **2.4. Definition and evaluation of indicators of the third role of the PA of the Czech Republic in Prague**

As it follows from the Act and the relevant implementing regulations and methodologies of the NAU, the quality assurance system covers educational, creative and related activities, which we include the third role of the university. Developments in the quality of educational and creative activities are described in more detail in the following chapters of this report, as are related activities. However, the Scientific Council of the Czech Academy of Sciences in Prague has addressed the issue of a more detailed

definition of the so-called third role of the Czech Academy of Sciences in Prague. It should be noted that the legislative definition of this agenda is rather strict, where neither the law nor the sub-legislative regulations define the concept of the third role of the university in more detail, and the published methodologies of the NAU are also scarce in this respect. Therefore, at its last meeting in 2017, the Scientific Council initiated a discussion on the third role of the PA of the Czech Republic in Prague, when it took note of a set of indicators as input material for further discussion

performance of the PA CR in Prague in the area of the third role and social responsibility of the PA CR in Prague. This material will be further discussed by the Scientific Council at its meetings in . Depending on the outcome of the Scientific Council's deliberations, the monitored indicators will be adjusted and the method of input data acquisition and evaluation will be regulated by an internal standard.

At the same meeting, the Scientific Council entrusted its member and Vice-Rector for Academic and Pedagogical Activities and Lifelong Learning **Assoc. PhDr. Ludmila Čírtková, CSc.** The final draft is included in this report.

### 3. EVALUATION OF THE QUALITY OF EDUCATIONAL ACTIVITIES AND DIRECTLY RELATED ACTIVITIES

The following table presents an overview of the bachelor's and postgraduate study programmes (fields of study), including their abbreviations, which were implemented by the PA CR its two faculties in the period under review and which are discussed in detail in the following passages of the text.

<b>Bakalářský program "Bezpečnostně právní studia"</b>
<b>B60</b> - major "Security and Legal Studies"
<b>B61</b> - "Criminalistics and other forensic disciplines"
<b>B62</b> - "Police activities"
<b>Master's programme "Security and Legal Studies"</b>
<b>N61</b> - major "Police Management and Criminalistics"
<b>N62</b> - major "Security and Strategic Studies"
<b>Bachelor programme "Public Administration"</b>
<b>B71</b> - major "Security Management in Public Administration"
<b>Magisterský program "Veřejná správa"</b>
<b>N71</b> - major "Security Management in Public Administration"

#### 3.1. Quality assessment within the fields of study of the Faculty of Security law

##### Diversification and openness of the study offer

The Faculty of Security and Law has long-standing accreditation for three Bachelor's degree programmes (Security and Legal Studies B60, Criminalistics and Other Forensic Disciplines B61 and Policing B62) and two follow-up Master's degree programmes (Police Management and Criminalistics N61 and Security and Strategic Studies N62). Most of the study programmes are offered in both full-time and combined forms of study. A certain diversification of the study offer allows studying for members of security forces, state and public administration employees, municipal and municipal officers, but also

civilian students who are still preparing for future employment or working in the private sector. The exception is the study programme "criminalistics and other forensic disciplines". This course is aimed at specialists and professionals from selected security forces.

### **Interest in studying at F8P**

There has been a long-standing interest in studying in Bachelor's and Master's programmes despite the demanding admission procedure and the high number of applicants in some fields of study, which far exceeds the capacity of the FBP. The number of applicants for study at the PA CR in Prague exceeds the capacity of the school in the long term (see table). **The number of admitted police officers is determined by the Ministry of the Interior according to the Higher Education Act and since the amendment to the Act came into force on 1 September 2016, the PA CR has been guided by the requirements of the Ministry of the Interior in the admission of (all) applicants.**

#### **Legend to the attached tables<sup>2</sup>:**

**F8P** Faculty of Security and Law

**PS** full-time study

**KS** combined study

#### **of study:**

**860** Security and Legal Studies

**861** Criminalistics and other forensic disciplines

**862** police activities

**N61** Police management and criminal

justice **N62** security strategic studies

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<sup>2</sup>The legend is identical for all inserted tables.

Table 1)

Number of students enrolled in the academic years 2012/2013 - 2017/2018

ac.Year	860		861		862		N61		N62		TOTAL
	PS	KS	PS	KS	PS	KS	PS	KS	PS	KS	
<b>2012/2013</b>	1304	580	0	11	0	289	102	509	22	0	<b>2817</b>
<b>2013/2014</b>	1239	486	0	6	0	198	103	387	43	0	<b>2462</b>
<b>2014/2015</b>	936	506	0	9	0	259	86	379	21	0	<b>2196</b>
<b>2015/2016</b>	1154	506	0	13	0	338	53	430	19	0	<b>2513</b>
<b>2016/2017</b>	966	571	0	10	0	205	42	335	22	0	<b>2151</b>
<b>2017/2018</b>	916	541	0	17	0	485	47	356	21	0	<b>2383</b>
<b>TOTAL</b>	<b>6515</b>	<b>3190</b>	<b>0</b>	<b>66</b>	<b>0</b>	<b>1774</b>	<b>433</b>	<b>2396</b>	<b>148</b>	<b>0</b>	<b>14522</b>

FBP study programmes are open to civilian applicants and to members of the security forces and other employees of the security apparatus and other organisational units of the state. The interest in studying is undoubtedly influenced by the security situation in the Czech Republic, the growing status of the police profession, and the attractiveness and range of subjects taught with a link to police and security practice.

Enrolment numbers over the past five years have been of a similar standard despite fluctuations within the population curve. The slight decline in enrolments in full-time study, as documented in the table, is mainly due to the demographic evolution of society, as the number of secondary school graduates has been declining in recent years.

The FBP offers 3 majors in the Bachelor's programme and 2 majors in the Master's , which reflect the need to educate future security professionals (civilian students) and to meet the need of security forces to educate their existing members and expand their expertise and erudition. The comprehensiveness of the educational programmes at the FBP is also evidenced by the fact that members of various security forces are interested in studying, i.e. not only the Police of the Czech Republic, but also employees of the Customs Administration, the Prison Service of the Czech Republic, intelligence services and other components of the security apparatus. The interest of applicants in the study is increased by the regular organisation of Open Days, at which the FBP has a majority representation, through presentations by the Department of Criminalistics, the Department

of Professional Training and the Department of Police Activities.

The FBP also participates in other events, such as meetings of the Police of the Czech Republic with the public, demonstrations of the activities of individual departments, or presentations by individual academics.

**Number of students enrolled - overview data**

**Table 2)**

**Number of students admitted to study in the academic years 2012/2013 - 2017/2018**

ac.Year	B60		B61		B62		N61		N62		TOTAL
	PS	KS	PS	KS	PS	KS	PS	KS	PS	KS	
<b>2012/2013</b>	83	174	0	11	0	146	60	142	20	0	<b>636</b>
<b>2013/2014</b>	71	161	0	6	0	135	45	128	22	0	<b>568</b>
<b>2014/2015</b>	101	170	0	9	0	162	61	154	13	0	<b>670</b>
<b>2015/2016</b>	56	147	0	12	0	165	25	223	16	0	<b>644</b>
<b>2016/2017</b>	59	160	0	9	0	198	38	232	19	0	<b>715</b>
<b>2017/2018</b>	117	268	0	15	0	228	41	118	14	0	<b>801</b>
<b>TOTAL</b>	<b>487</b>	<b>1080</b>	<b>0</b>	<b>62</b>	<b>0</b>	<b>1034</b>	<b>270</b>	<b>997</b>	<b>104</b>	<b>0</b>	<b>4034</b>

In terms of the number of admissions, it is possible to observe traditionally the highest interest in the field of security legal studies in the bachelor study program of full-time and combined studies, as well as in the master's degree programs. It should be added, however, that the data given in the tables are indicative figures, where the numbers of students admitted are based on the requirements of the Ministry of the Interior of the Czech Republic.

By improving the content and profile of study programmes, the Faculty follows new trends in the field of crime control, security and related socially pathological phenomena and new threats. The Faculty reflects the priorities and challenges of the National Security Audit and other government strategic documents, cooperates with representatives of security forces and services of the Police of the Czech Republic in order to monitor current trends in the development of new forms of crime and effective mechanisms for their mitigation and regulation. The faculty uses external collaborators and practitioners to deliver special lectures, to introduce

current topics to students, consultations and participation in the faculty's scientific research activities.

The curricula of accredited courses are updated and innovated with current developments in the field of domestic and European legislation, development of information and communication technologies, social, political and economic phenomena. A partial part of students joins security during their studies, which can be considered one of the criteria of the quality of education at the FBP. Selected security forces, including intelligence services and individual departments of the Police of the Czech Republic organise recruitment seminars at the FBP in order to expand the staff of their units. In the past period, BIS has offered students the possibility of internships, etc.

### Number of enrolled

students Table 3)

Number of enrolled students always as of 1/10. in academic years 2012/2013 - 2017/2018

ac.Year	860		861		862		N61		N62		TOTAL
	PS	KS	PS	KS	PS	KS	PS	KS	PS	KS	
<b>2012/2013</b>	397	479	0	38	0	508	124	311	20	0	<b>1877</b>
<b>2013/2014</b>	293	447	0	25	0	431	117	291	43	0	<b>1647</b>
<b>2014/2015</b>	269	427	0	28	0	414	118	293	37	0	<b>1586</b>
<b>2015/2016</b>	242	418	0	26	0	410	93	389	29	0	<b>1607</b>
<b>2016/2017</b>	225	395	0	25	0	430	60	460	37	0	<b>1632</b>
<b>2017/2018</b>	260	<b>533</b>	0	28	0	<b>499</b>	85	<b>343</b>	34	0	<b>1782</b>
<b>TOTAL</b>	<b>1686</b>	<b>2699</b>	<b>0</b>	<b>170</b>	<b>0</b>	<b>2692</b>	<b>597</b>	<b>2087</b>	<b>200</b>	<b>0</b>	<b>10131</b>

### Failure and graduation

In the period four to five years ago, it was pointed out by the management of the security forces that the entrance examinations to the PA CR in Prague were difficult, older members of the security forces could hardly compete with applicants who had just or recently completed their secondary education.

This has reportedly resulted in these members and personnel of the security forces preferring to study at regional, usually private, universities. Therefore, with the approval of the First Deputy Minister of the Ministry of the Interior of the Czech Republic and the academic senates of the Czech Republic in , the management of the PA CR in Prague took measures and changed the admission procedure model so that up to 50% of the capacities allocated for members of the security forces, municipal and municipal police officers and civil servants could be filled without an entrance , provided that the specified conditions were met. While this measure has been positively received by prospective students, on the other hand, the number of students who drop out of their studies early and unsuccessfully has increased (see table). This finding applies to both faculties, given the set enrolment numbers, and is mentioned .

**Table 4)**

**Number of students terminated for study reasons**

*(unsuccessful in studies, exams, etc.)*

**in the academic years 2012/2013 - 2016/2017**

ac.Year	860		861		862		N61		N62		TOTAL
	PS	KS	PS	KS	PS	KS	PS	KS	PS	KS	
<b>2012/2013</b>	9	66	*	2	*	40	1	16	0	*	<b>134</b>
<b>2013/2014</b>	9	54	*	1	*	37	1	11	0	*	<b>113</b>
<b>2014/2015</b>	8	64	*	1	*	48	0	18	1	*	<b>140</b>
<b>2015/2016</b>	7	44	*	2	*	31	0	20	1	*	<b>105</b>
<b>2016/2017</b>	4	45	*	0	*	26	0	21	2	*	<b>98</b>
<b>2017/2018</b>	can only be quantified as of 14 September 2018										
<b>TOTAL</b>	<b>37</b>	<b>273</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>182</b>	<b>2</b>	<b>86</b>	<b>4</b>	<b>0</b>	<b>590</b>

In terms of statistical development over the last five years, a steady tendency of failure of students in subjects of profiling basis such as Theory of State and Law, Police Law, Criminal Law, Criminology, Criminalistics can be observed. These are profile subjects in terms of FBP programmes, i.e. very demanding in terms of content and topics, which are necessary to fulfil the profile of a graduate of the PA CR in Prague. The causes of students' failure in their studies or in state examinations are continuously evaluated and

innovative measures in the field of teaching and publishing are responded to. The FBP tries to reduce student failure

especially through individual approach and consultancy. The teaching of relevant subjects offers variable and alternative forms of teaching, such as lectures, seminars, exercises, excursions, etc. Academic staff continuously develop and update relevant scripts and textbooks. In all subjects and especially in the category ending with the state examination, emphasis is placed on consultation, individual approach to students, special seminars. Special topics and related areas are also presented to students within optional subjects and students' leisure time activities in order to understand the issues and broaden their knowledge in the relevant fields (Criminology evenings, practical courses, excursions). Students are supported by the faculty in developing language skills, working with foreign sources and literature, cooperation with Erasmus+ visiting students, implementation of joint seminars, participation in SVOČ, etc. In the 2017/2018 academic year, the hourly allocation for selected compulsory and compulsory elective courses was increased in order to improve the efficiency and quality of teaching activities and students' learning outcomes.

**Table 5)**

**Number of students who dropped out by notification or did not enrol after interrupting their studies in the academic 2012/2013 - 2017/2018**

ac.Year	860		861		862		N61		N62		TOTAL
	PS	KS	PS	KS	PS	KS	PS	KS	PS	KS	
<b>2012/2013</b>	5	25	*	3	*	10	0	3	0	*	<b>46</b>
<b>2013/2014</b>	6	34	*	2	*	15	0	4	1	*	<b>62</b>
<b>2014/2015</b>	8	22	*	1	*	11	1	11	0	*	<b>54</b>
<b>2015/2016</b>	1	19	*	4	*	10	0	16	0	*	<b>50</b>
<b>2016/2017</b>	11	41	*	2	*	30	0	16	3	*	<b>103</b>
<b>2017/2018</b>	can only be quantified as of 14.9.2018										
<b>TOTAL</b>	<b>31</b>	<b>141</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>76</b>	<b>1</b>	<b>50</b>	<b>4</b>	<b>0</b>	<b>315</b>

The proportion of unsuccessful students who have been or are being out of their studies is approximately 10% of the total number of students. The most common reason for dropping out is failure to meet the requirements for enrolment in a higher year due to health, social, work or service problems. In this context, it is necessary to point out that the PA CR in Prague is a where students from all over the Czech study, which for many, from regions more distant from

Pollet "Jn i akade,nie ée l-e rem1!!.>Ilky in l-

Prague, causes

significant problems. It will therefore be necessary to consider the possibility of setting up consultation centres in remote regions in the future.

About 1/3 of the students study at the PA CR in Prague in the full-time form of study and about 2/3 in the combined form. The proportion of unsuccessful students in the full-time form of study compared to students in the combined form of study is almost negligible. In the combined form of study, the age composition of students is quite diverse. Older students often have great difficulties in reconciling the demands of their studies with their work responsibilities, family and personal life in general, and sometimes with health problems. This leads many to decide to interrupt their studies temporarily and in most cases they do not return to their studies after the interruption. Many students solve these problems directly by announcing their withdrawal from their studies.

### **Number of students per 1 teacher**

The number of students per teacher is given in the table and oscillates around 22 students per 1 teacher. This figure corresponds to comparably oriented higher education in a similar proportionality of academic (theoretical) and practical teaching. It should be noted, however, that this is an aggregate figure in which certain specifics are lost, e.g. laboratory exercises in the context of forensic science or training-led seminars in the context of psychology teaching, where, of course, the ratio of students per teacher necessarily decreases, as in other forms of interactive teaching. From the point of view of further quality assurance of teaching in this perspective, we mention the faculty's efforts to accentuate the individual approach to students, higher time allocation for consulting activities, the possibility of choosing individual topics for graduate theses, and student motivation for scientific and publishing activities. In the long term, it is advisable to strengthen the staffing of the faculty's academic staff, including the possibility of professional and pedagogical substitutability in order to maintain the quality of education and related activities.

**Table 6) Number of students per 1 teacher in academic years 2012/2013 - 2017/2018**

academic year	PS	KS	Total	number students per teacher
<b>2012/2013</b>	829	1706	2535	25,35
<b>2013/2014</b>	741	1516	2257	21,29
<b>2014/2015</b>	673	<b>1490</b>	2163	<b>19,31</b>
<b>2015/2016</b>	578	<b>1562</b>	<b>2140</b>	<b>18,77</b>
<b>2016/2017</b>	523	<b>1634</b>	<b>2157</b>	<b>18,76</b>
<b>2017/2018</b>	636	<b>1809</b>	<b>2445</b>	<b>22,03</b>

**Achieved results reinforcing or monitoring the quality of teaching**

In of long-term improvement of the content and profile of study programmes, the faculty monitors new trends in the field of crime control, security and related socially pathological phenomena and new threats. The faculty reflects the priorities and challenges of the national security audit, cooperates with representatives of security forces and services of the Czech Police in order to monitor current trends and their adequate reflection in educational activities. The faculty uses external collaborators and experts from practice to deliver special lectures, to present current topics to students, to consult and to participate in the faculty's scientific research activities.

The faculty constantly strives for generational overlap of academic staff in individual taught subjects and disciplines, their active participation in science and research and application of research findings in pedagogical practice. Academic staff in service constantly maintain direct contact with police and security work through active participation in Instructional Methodology Workshops, workshops, departmental and international meetings, and through the implementation of internships with selected departments. Academic staff of the Faculty actively develop their professional and linguistic skills and abilities, especially in the framework of rigorous proceedings or doctoral studies. They participate in professional seminars, internships and courses within the domestic offers of the Ministry of Interior of the Czech Republic and other ministries or at the international

level, especially within the CEPOL course offer.

Academic staff participate in the organization and implementation of conferences, professional seminars, symposia organized by the PA of the Czech Republic in Prague or in cooperation with other security entities. Within the framework of scientific research projects, the faculty actively participates in cooperation with experts from other public universities and commercial entities, especially in the field of drug crime prevention, secondary drug crime, cybercrime, cyberbullying, extremism and radicalisation, crime and offences committed in the transport sector, etc.

Selected academics are members of the editorial and editorial boards of professional journals, members of scientific boards and other public universities, and members of multinational commissions and organizations with a focus on security and law. They are also 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 in Prague. The faculty organizes and holds "round tables" and colloquia with representatives of public administration, local government and security forces on selected issues (drug crime, radicalisation, crime prevention, etc.) in order to make prevention processes more effective, intensify cooperation and transfer information.

The Faculty of Security and Law in cooperation with the Regional Police Directorate of the Capital City of Prague has established a faculty workplace where students can expand their acquired theoretical knowledge in the form of an elective course Professional practice in the field of economic crime and related issues.

### **3.2. Quality assessment within the study fields of the Faculty of Security management**

#### **Diversification and openness of the study offer**

The Faculty of Security Management has long-standing accreditation for one Bachelor's and one Master's degree programme, which are offered in both full-time and combined forms of study. The Faculty implements the Bachelor's degree programme Public Administration in the field of study Security Management in Public Administration - B71. The Faculty also offers a follow-up Master's degree programme in Public Administration in the field of study Security Management in Public Administration - N71. The fields of study are open, the diversification of the offer allows studying for members of security forces, state and public administration employees, municipal and municipal police

officers, as well as civilian students.

The main mission of the Faculty of Security Management of the Czech Academy of Sciences in Prague is to spread education, cultivate free thinking and independent scientific research in areas important for the security system of the Czech Republic, public security and order.

The Faculty independently and freely develops educational, scientific research, development and other creative that are in accordance with its main mission and the law.

The faculty trains experts for the Police of the Czech Republic, other security forces, the Ministry of the Interior of the Czech Republic, possibly for other ministries involved in ensuring the security of the Czech Republic, and also for public administration, especially for experts in crisis management. Foreigners can also study at the faculty in with the Statute of the PA of the Czech Republic in Prague. The educational and creative activities of the faculty are based on a long-term focus that builds on the existing traditions at the Czech Academy of Sciences in Prague and reflects the development trends and the development of accredited study programmes.

The study opportunities at FBM are presented to prospective students on the school's website and at the Open Days, which the university organises regularly twice a year. On the Open Day, selected classrooms and cabinets are made available to interested students, and demonstrations of police, firefighting and other equipment used within Integrated Rescue System are also provided. The organised discussion for of the Open Day with the management of the University and both faculties, where those interested in studying can get acquainted with details and interesting facts about the conditions of study and the life of the faculty, is highly appreciated.

### **Interest in studying at FBM**

**Legend to the attached tables<sup>3</sup>:**

**FBM** Faculty of Security Management PS

**full-time study**

**KS** combined study

**of study:**

**B71** Security management in public

**administration N71** security management in public

**administration**

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<sup>3</sup>The legend is identical for all inserted tables.

**Table 1)****Number of students enrolled in the academic years 2012/2013 - 2017/2018**

ac. year	B71		N71		TOTAL
	PS	KS	PS	KS	
<b>2012/2013</b>	<b>381</b>	<b>205</b>	<b>57</b>	107	<b>750</b>
<b>2013/2014</b>	362	177	59	94	<b>692</b>
<b>2014/2015</b>	367	182	57	109	<b>715</b>
<b>2015/2016</b>	271	214	49	114	<b>648</b>
<b>2016/2017</b>	<b>297</b>	177	<b>57</b>	86	<b>617</b>
<b>2017/2018</b>	<b>232</b>	160	<b>42</b>	73	<b>507</b>
<b>TOTAL</b>	<b>1910</b>	<b>1116</b>	<b>321</b>	<b>583</b>	<b>3929</b>

The table shows that the interest in studying at the Faculty of Security Management has a slightly decreasing tendency. The slight decrease in interest in studying is mainly due to the demographic development of society, as the number of high school graduates has been decreasing in recent years. In the case of the combined form of study, which is intended primarily for security forces and public administration personnel, the difficulty of the admission procedure has proved to be a limiting factor. Study at the FBM is also limited to only two accredited study programmes - the Bachelor's degree programme "Public Administration" and the follow-up Master's degree programme "Public Administration".

**Number of students enrolled - overview data****Table 2)****Number of students admitted to study in the academic years 2012/2013- 2017/2018**

ac. year	B71		N71		TOTAL
	PS	KS	PS	KS	
<i>2012/2013</i>	68	81	47	65	<b>261</b>
<i>2013/2014</i>	78	67	42	44	<b>231</b>
<i>2014/2015</i>	52	88	35	61	<b>236</b>
<i>2015/2016</i>	37	83	<b>23</b>	72	<b>215</b>
<i>2016/2017</i>	<b>55</b>	84	<b>40</b>	75	<b>254</b>
<i>2017/2018</i>	117	139	<b>40</b>	66	<b>362</b>
<b>TOTAL</b>	<b>407</b>	<b>542</b>	<b>227</b>	<b>383</b>	<b>1559</b>

The table reflects the number of students admitted six years, starting with the academic year 2012/2013 and ending with the academic year 2017/2018. The number of students admitted is determined by the quotas for each academic year by the Ministry of the Interior of the Czech Republic. Also for the Faculty of Security Management, the **numbers of admitted police officers are determined by the Ministry of the Interior according to the Higher Education Act and since the amendment to the Act came into force on 1 September 2016, the Ministry of the Interior determines the numbers of all students of the PA CR in Prague, i.e. also students from among other applicants.**

**Number of enrolled students**

Table 3) then reflects the actual number of all FBM students enrolled as of 1 January of the respective academic year. In the period under review, a total of 3566 students were enrolled. Of these, 1,077 students were enrolled in the full-time Bachelor's degree programme and 1,237 in the combined form. A total of 420 students were enrolled in the full-time form of study and 832 students in the combined form of study in the follow-up master's programme in the reporting period.

**Table 3)****Number of students enrolled as of 1 October in the academic years 2012/2013 - 2017/2018**

ac. year	B71		N71		TOTAL
	PS	KS	PS	KS	
<b>2012/2013</b>	206	235	82	135	<b>658</b>
<b>2013/2014</b>	203	201	85	121	<b>610</b>
<b>2014/2015</b>	185	193	64	135	<b>577</b>
<b>2015/2016</b>	156	179	58	1'40	<b>533</b>
<b>2016/2017</b>	141	184	60	140	<b>525</b>
<b>2017/2018</b>	<b>186</b>	<b>245</b>	<b>71</b>	161	<b>663</b>
<b>TOTAL</b>	<b>1077</b>	<b>1237</b>	<b>420</b>	<b>832</b>	<b>3566</b>

**Failure and graduation**

The most common reason for early graduation is failure to meet the study requirements for enrolment in a higher year due health, social, work or service problems. The above circumstances and their eventual accumulation are typical causes of failure to study. In , it is necessary to point out that the PA CR in Prague is a university with students from all over the Czech Republic, which causes considerable problems for many students from regions further away from Prague. The proportion of unsuccessful students in the period under review who have been or are being dropped out of their studies is approximately 9% of the total number of students (see Tables 3, 4, 5).

**Table 4)**  
**Number of students terminated for study reasons**  
*(unsuccessful in studies, exams, etc.)*  
**in the academic years 2012/2013 - 2016/2017**

ac. year	871		N71		TOTAL
	PS	KS	PS	KS	
2012/2013	12	34	1	9	<b>56</b>
2013/2014	3	27	0	3	<b>33</b>
2014/2015	5	35	1	7	<b>48</b>
2015/2016	5	22	0	5	<b>32</b>
2016/2017	3	19	0	10	<b>32</b>
2017/2018	can only be quantified as of 14 September 2018				
<b>TOTAL</b>	<b>28</b>	<b>137</b>	<b>2</b>	<b>34</b>	<b>201</b>

The long-term trend of dropping out for study reasons is evident when full-time and combined forms of study. In the combined form, this type termination is more frequent. This form of study is more often used by older students, who often have great difficulties in reconciling the demands of their studies with their work responsibilities, family and personal life. Another reason for termination of studies is failure to meet administrative requirements (see Table 5).

**Table 5)**

**Number of students who dropped out by notification or did not enrol after interrupting their studies in the academic years 2012/2013 - 2017/2018**

ac. year	871		N71		TOTAL
	PS	KS	PS	KS	
<b>2012/2013</b>	3	3	2	0	<b>8</b>
<b>2013/2014</b>	6	18	0	5	<b>29</b>
<b>2014/2015</b>	0	10	2	5	<b>17</b>
<b>2015/2016</b>	0	19	0	8	<b>27</b>
<b>2016/2017</b>	4	22	0	4	<b>30</b>
<b>2017/2018</b>	can only be quantified as of 14.9.2018				
<b>TOTAL</b>	<b>13</b>	<b>72</b>	<b>4</b>	<b>22</b>	<b>111</b>

In the period under review, a total of 111 students dropped out of their studies for various reasons, of which then in the Bachelor's study programme 85 students (13 full-time study, 72 combined study) and in the follow-up Master's programme a total of 26 students dropped out (4 full-time study, 22 combined study).

### **Test results**

It can be concluded that the test results are generally satisfactory. The percentage of failures is minimal in relation to the number of students examined and the scores range on average from 1.0 to 2.5. Higher average scores are achieved in the profiling subjects. Higher average grades are more common in subjects that are part of the progression and state final examinations. In order to reduce the academic failure rate of students, a number of measures are being prepared, especially by individual departments, in particular new and better study materials, expansion of counselling and consultation services, use of new information technology possibilities, etc. The management of the faculties in cooperation with the study department prefers an individual approach to students in with the Study and Examination Regulations of the Czech Academy of Sciences in Prague for Bachelor's and Master's degree programmes, taking into account the personal or family situation in order to find the most optimal solution to the study, professional and personal situation.

### Number of students per 1 teacher

The number of students per teacher is given in the table and oscillates around 22 students per 1 teacher. This figure is within a standard range with comparably focused higher education in the proportionality of academic (theoretical) and practical content teaching. We add that in addition to this aggregate figure, it is necessary to point out certain specifics, e.g. in the context of IT teaching or exercises in crisis management disciplines, where, of course, the ratio of students per teacher necessarily decreases, as in other forms of interactive teaching. In terms of further quality assurance of teaching in this perspective, we mention the faculty's efforts to promote individual approach to students, higher time allocation for consultation activities.

**Table 6) Number of students per 1 teacher in academic years 2012/2013 - 2017/2018**

academic year	PS	KS	Total	number students per teacher
<b>2012/2013</b>	<b>829</b>	1706,	2535	25,35
<b>2013/2014</b>	741	1516	2257	21,29
<b>2014/2015</b>	673	1490	2163	19,31
<b>2015/2016</b>	578	1562	2140	18,77
<b>2016/2017</b>	523	1634	2157	18,176
<b>2017/2018</b>	<b>636</b>	1809	2445	22,03

### Achieved results reinforcing or monitoring the quality of teaching

In of further improving the content and focus of study programmes, the faculty follows new trends in the field of crisis management in particular and security in general. It cooperates with experts from the Fire Service and other security institutions and units. The faculty reflects the priorities and challenges of national security audit, develops cooperation with the aim of monitoring current trends in the field of cyber security,

sustainable development and safe

companies, modelling of crisis scenarios. The Faculty uses external collaborators and experts from practice (*Ministry of Interior, Ministry of Interior of the Czech Republic, GIBS, Ministry of Foreign Affairs and others*) to deliver special lectures, to introduce current topics to students, consultations and participation in scientific research activities of the Faculty. A very good cooperation was established, for example, with experts of the diplomatic service of the Ministry of Foreign Affairs for the participants of continuing education courses from the broad police practice, which regularly recorded a positive evaluation and there is still a great interest in this issue. Another important and practice-relevant activity is the concrete cooperation with the Ministry of Interior staff who decide on the residence of foreigners on the territory of the Czech Republic. These lectures are in great demand for police officers and students in practice. Study documentation - especially syllabi of accredited courses are updated and innovated in with current developments in the field of domestic and European legislation, development of information and communication technologies, social, political and economic problems of the present.

Academic staff participate in the organization and implementation of conferences, professional seminars, symposia organized by PA CR in Prague or in cooperation with other by security entities. Within the framework of scientific research projects, the faculty actively participates in cooperation with experts from other public universities (*e.g. FBMI, Čvut*), especially in the field of crisis management and related issues of security management in general. Within the framework of teaching and research activities, the FBM also cooperates with departments of the Academy of Sciences of the Czech Republic, specifically with the Centre for Public Opinion Research and the Social Science Data Bank.

Achievements include, in particular, consistently reliable ratings of the quality of teaching content and the approach of academic staff in student feedback.

A subject mix including mainly legal, security, economic and other social science subjects makes the content of the study both attractive and challenging. Own publication outputs in the form of textbooks and other study aids in combination with teaching and individual consultations represent a quality contribution to the success of studies at the faculty.

The faculty considers the award of the State Security Council Award to the former dean of FBM doc. Požár in 2017.

Academic staff are requested as lecturers for training events for external entities from the police, state and public administration. The Faculty is also approached by foreign partners to participate in scientific research projects. In particular, the PA CR in Prague has been approached by two international scientific research

consortia with a proposal for involvement in projects. Currently, the positions are for testers and output evaluators.

## **Recommendations**

Due to the personnel and procedural interdependence of the two faculties, recommendations are formulated for both FBP and FBM. PA CR in Prague is based on the assumption that the pillar for quality development is mainly erudite, excellent academic staff. After all, this is also supported by the evaluation criteria promoted by the NAU in the accreditation procedure. Therefore, the PA CR in Prague sees it as a key quality development measure to support the maximum growth of the qualifications of its academic staff, including habilitation and appointment procedures.

PA CR in Prague will continue the trend of openness of studies and diversification of study offer as a state university. The process of preparation for new accreditations will begin, according to the already discussed schedule, in 2019. A new concept of study programmes and specialisations will be created, which, according to the amendment to the Higher Education Act, will replace the previous division into programmes and fields of study. In order to maintain quality, the FBP and the FBM will cooperate intensively with the Ministry of the Interior of the Czech Republic, the Czech Police, the Fire Brigade and other security forces and public administration entities, including municipal police forces, in the development of accreditation files, as they represent key clients of the educational offer of the PA CR in Prague.

In order to maintain the quality of studies, as well as its friendliness to students (client friendliness), the PA CR in Prague will develop the technical facilities of the university as much as possible, but also the culture of academic life at the university. The established quality assurance and evaluation system will be systematically used for quality monitoring and rapid response to quality improvement initiatives, including the elimination of identified problems.

### **3.3. Quality assessment in doctoral studies**

#### **Overview data**

PA ČR 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 limitations of the financial resources of the full-time form.

In addition, the numbers of enrolled persons as of 1 January of the given year are presented. It should be stressed that the enrolment figures 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 limits set for the admission of new PhD students, which are approved and, following 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" within the of the subject master's examination (theory of law and constitutional law, criminology, criminal law, psychology, criminology, management), points obtained according to the study average from the state final examination of the master's studies, points obtained for the demonstrated ability to properly justify the choice of the chosen dissertation topic and the methods of its processing, points obtained for the candidate's scientific research publication activities to date, points obtained for the correlation of the intended dissertation with the research plans of the Police Academy of the Czech Republic in Prague and the security .

**Table 7: Number of students enrolled in doctoral studies Number of students enrolled as of 1.10.**

<b>P61 - Doctoral study programme in security and legal studies, majoring in security management and criminalistics</b>				
	<b>combined form of study</b>		<b>full-time form of study</b>	
	<b>overall Num ber (incl. interruptions)</b>	<b>of which PA Czech Republic Prague</b>	<b>total number incl. Interruptions</b>	<b>of which PA CR Prague</b>
<b>2012/2013</b>	<b>112</b>	<b>25</b>	<b>0</b>	<b>0</b>
<b>2013/2014</b>	<b>91</b>	<b>22</b>	<b>0</b>	<b>0</b>
<b>2014/2015</b>	<b>80</b>	<b>17</b>	<b>0</b>	<b>0</b>
<b>2015/2016</b>	<b>73</b>	<b>16</b>	<b>0</b>	<b>0</b>
<b>2016/2017</b>	<b>78</b>	<b>17</b>	<b>0</b>	<b>0</b>
<b>2017/2018</b>	<b>66</b>	<b>17</b>	<b>0</b>	<b>0</b>

### Interest in doctoral studies at the PA CR and its openness

The number of applicants for doctoral studies at the PA CR in Prague 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 , the PA CR in 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 of security and legal studies, majoring in security management and criminology** in the interval of the last five academic years.

**Table 8: Interest in doctoral studies at the PA CR**

<b>P61 - doctoral study programme in security and legal studies, stud. in the field of security management and criminology</b>				
	<b>combined form of study</b>		<b>full-time form of study</b>	
	<b>enrolled / of which ped. work. PA CR Praha</b>	<b>Accepted</b>	<b>logged in/of which ped. work. PA Czech Republic Prague</b>	<b>Accepted</b>
<b>2012/2013</b>	<b>39/5</b>	<b>20</b>	<b>2/0</b>	<b>0</b>
<b>2013/2014</b>	<b>28/1</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>2014/2015</b>	<b>24/3</b>	<b>8</b>	<b>0</b>	<b>0</b>
<b>2015/2016</b>	<b>9/2</b>	<b>5</b>	<b>0</b>	<b>0</b>
<b>2016/2017</b>	<b>19/3</b>	<b>10</b>	<b>0</b>	<b>0</b>
<b>2017/2018</b>	<b>23/4</b>	<b>14</b>	<b>0</b>	<b>0</b>

The surplus of interest clearly demonstrates that the doctoral programme in security and legal studies, the field of security management and criminology is attractive for those interested and theoretically and practically justified in the given structure (i.e. security management and criminology). In particular, the field of criminology 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 ČR in Prague. Doctoral studies at the Czech Academy of Sciences in Prague appeal to both excellent graduates of master's studies at the Czech Academy of

Sciences in Prague and graduates from other universities. For example, in the academic year 2016/2017, a total of 10 students were admitted, of which

6 graduates of the PA of the Czech Republic in Prague, 2 graduates of the Faculty of Law in Pilsen, 1 graduate of the Faculty of Law of Charles University in Prague and 1 graduate of the University of Economics in Prague. The PA CR in sees the trend of openness as an important prerequisite for developing quality and will continue to do so.

### Success rate in doctoral studies

In the time interval under review, 33 doctoral students successfully completed their doctoral studies. following table shows the data on the success rate.

**Table 9: Number of graduates in each year**

Number of graduates in each year

<b>P61 - doctoral Study program Security Legal studies, major security management and krlmnallstika</b>						
	<b>combined form of study</b>			<b>full-time form of study</b>		
	graduated in total / of which ac. prac. PA CR Prague	terminated with a fastnlm notification (or not enrolling after the interruption)	terminated by failure (. time exhausted, no success)	Graduated	have terminated their own o;mémenlm (e.g. by not registering after a break)	terminated by failure (max. <b>time</b> exhausted, <b>no success</b> )
<b>2012/2013</b>	7/4	6	12	0	0	0
<b>2013/2014</b>	9/7	11	11	0	0	0
<b>2014/2015</b>	6/4	12	3	0	0	0
<b>2015/2016</b>	4/3	6	5	0	0	0
<b>2016/2017</b>	6/2	9	5	0	0	0
<b>2017/2018 (k 1. 1. 18)</b>	1/1	1	5	0	0	0
<b>TOTAL</b>	<b>33/21</b>	<b>45</b>	<b>41</b>	<b>0</b>	<b>0</b>	<b>0</b>

The demanding nature of doctoral studies at the Czech Academy of Sciences in Prague is illustrated by the numbers of doctoral students in the columns "terminated by self-announcement" and "terminated by failure or exceeding the maximum duration of

study". These numbers reflect typical failure factors characteristic of the combined form of doctoral studies. According to interviews with unsuccessful

PhD students in both columns (categories) are mainly due to the following circumstances: difficulty in coping with the demands of the profession (high workload) and the demands of studying, including the obligation to publish, family reasons, health reasons and various combinations of these factors, which are so limiting that they cannot be compensated for even by increased support from supervisors.

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

### **Quality assurance and evaluation of doctoral studies**

In March 2012 conducted an evaluation of the quality of the doctoral degree program "Security legal studies" in study field of study "Security management and criminology" the then Accreditation Commission at its meeting on 30 January - 1 February 2012 that "the requirements set for the accredited study programme are fulfilled and the AC agrees to extend the validity of the accreditation of the doctoral study programme Security Legal Studies with study field Security Management and Criminal Justice for a period of 8 years" (Final Report of the AC April 2012, item 7). The extension of accreditation was then further extended based on AK's inspection activities in , until March 2022.

Doctoral studies are organized according to the Study and Examination Regulations for Doctoral Studies of the PA Czech Republic in Prague. The quality control of the study is dealt with by the Professional Council of the Czech Academy of Sciences in Prague according to its competences. It comments 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 between the topics of dissertations and the focus of scientific research activities at the Prague Academy of Sciences. The topic itself must be chosen by the student in such a way that it is based on and corresponds to the issues contained in the research projects of the Czech Academy of Sciences in Prague and in the university's development concept. 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 plan. 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 topics of dissertation theses with the practice of security forces and public administration,
- interdependence with scientific research and other professional activities of the University,
- support for PhD students to actively participate in scientific and professional conferences, including those organised by the PA of the Czech Republic in Prague,
- development of excellent issues doctoral studies, e.g. focusing 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 defenses also serve to ensure quality and rigor. Dissertation examiners are eminent experts in the , 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 in Prague. 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 at his/her level) and at least one of them must not be a member of the academic community of the PA CR in Prague.

One of the most important results is undoubtedly the nomination of PhD graduate Petra Skalická Ph.O. for the State Security Council Award, especially on the basis of her excellent doctoral thesis entitled "Options for the Development of Critical Infrastructure Protection in the Czech Republic" (2017).

## **Recommendations**

The PA 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 Czech Academy of Sciences in Prague is also ready to make renewed efforts to create the conditions (especially financial resources) for the introduction and implementation of full-time doctoral studies, seeing as a quality tool for supporting young academics and a good start for a career as an academic (not only) at the Academy of Sciences in .

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 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 Czech Academy of Sciences in Prague on the labour market (also in the scientific sphere).

### **3.4. Related activities (habilitation, rigorous proceedings)**

#### **Habilitation proceedings**

The Ministry of Education, Youth and Sports has decided, pursuant to Sections 82(1), (5), 87(g) and 105 of Act No.111/1998 Coll., on Higher Education and on Amendments and Additions to Other Acts (the Higher Education Act), to **grant accreditation to the habilitation procedure in the field of *Security Management and Criminalistics*** for the period **until 31 July 2014** for the Police Academy of the Czech Republic in Prague. **This decision was issued on the basis of the Accreditation Commission of 14 July 2010**, taking into account the long-term plan of the Police Academy of the Czech Republic in Prague.

Furthermore, the Ministry of Education, Youth and Sports has decided pursuant to Sections 82(1), (5), 87(g) and 105 of Act No.111/1998 Coll., on Higher Education and on Amendments and Additions to Other Acts (the Higher Education Act) to **grant accreditation to the habilitation procedure in the field of *Security Management and Criminalistics*** for the period **until 31 July 2018** for the Police Academy of the Czech Republic in Prague. **This decision was issued on the basis of the Accreditation Commission of 24 April 2014, on the basis of** the consenting opinion of the Ministry of the Interior of 12 June 2014 and on the basis of taking into account the long-term plan of the Police Academy of the Czech Republic in Prague.

## Rules of the Habilitation Procedure of the Police Academy of the Czech Republic in Prague

The Academic Senate of the Police Academy of the Czech Republic in Prague, on the basis of

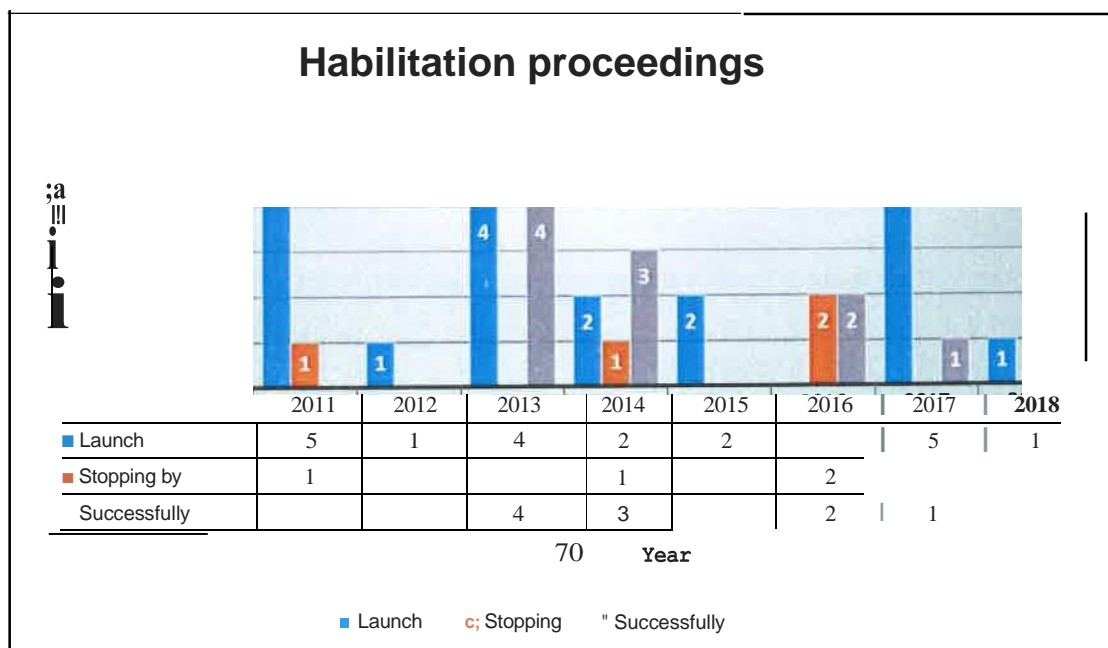
§ 111/1998 Coll., on Higher Education and on Amendments and Additions to Other Acts (Act on Higher Education), as amended, has resolved on the Rules of the Habilitation Procedure of the Police Academy of the Czech Republic in Prague as its internal regulation.

The Rules of the Habilitation Procedure of the Police Academy of the Czech Republic in Prague regulate the procedural procedure of applicants and the Police Academy of the Czech Republic in Prague in the habilitation procedure. The basic provisions establishing the habilitation procedure are contained in Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Additions to Other Acts (the Higher Education Act), as amended.

The habilitation procedure is initiated by the submission of a proposal by a candidate who should be expected to continue his/her systematic university research and teaching activities. The candidate for the habilitation procedure must submit a habilitation dossier with all the requisites and meet the strict criteria imposed by the Habilitation Regulations.

The habilitation procedure verifies the candidate's scientific qualifications on the basis of the habilitation thesis and its defence and other scientific and professional work, and proves his/her pedagogical competence on the basis of the habilitation lecture and his/her previous teaching experience.

### HABILITATION in the Czech Republic - overview data



Police Academy of the Czech Republic

defended						
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### Openness of the habilitation procedure

In with the law, the habilitation procedure at the Czech Academy of Sciences is open to candidates who are academically, scientifically and professionally active and are applying for the scientific and pedagogical title of associate professor in the field of security management and criminalistics. The openness of the habilitation procedure at PA ČR is documented by the following overview data.

	Total number of internal habilitants	Total number of external habilitants
<b>Successfully defended</b>	<b>5</b>	<b>5</b>
<b>Stopped</b>	<b>4</b>	
<b>Initiated and proceedings ongoing</b>	<b>3</b>	<b>2</b>

### Difficulty and quality of the habilitation procedure

Both criminology and security management represent multidisciplinary disciplines. The following overview of the titles of *successful habilitation theses* illustrates well the thematic variety that accentuates one aspect of the challenging nature of the field of habilitation at the **PAČR**.

- Specific Criminal Methods Investigationsmanifestations of right-wing political extremism in relation to expert examination.
- Protection of the population against chemical terrorism in the Czech Republic.
- Forensic odorology.
- Intelligence services
- Characteristics and investigation of corruption.
- Social and psychological conditions and causes of police officers' failure in role-based interactions.
- Analysis of the relations of the subjects involved in mass disturbances of public order.
- Use of selected information sources and methods of Competitive Intelligence in detection and clarification of cybercrime.
- Safety and legal issues in the provision of health care.
- History and present of forensic and criminal investigation of air disasters in the Czech Republic.

Monitoring the quality of individual habilitation procedures is ensured by the responsible activities of the habilitation committee, including its chair. In setting up

habilitation committees, the PA CR cooperates with prominent representatives of relevant fields from other universities,

universities or scientific research and expertise centres. The Scientific Council, before which the habilitation lectures are held and which decides by secret ballot on the award of the title of associate professor, also places great emphasis on the fulfilment of comprehensive quality standards throughout the habilitation procedure.

### **Achieved results reinforcing and monitoring the quality of the habilitation procedure**

The Police Academy of the Czech Republic in Prague is a state university, is the only university in the Czech Republic primarily focused especially on the education of experts and specialists in security issues. Part of its offer is also a habilitation procedure. Those interested in the habilitation procedure are mainly academics or managers and specialists of the Police of the Czech Republic and other security forces. The habilitation procedure in the field of Security Management and Criminalistics is characterized by a considerable degree of exclusivity. It is perceived as an opportunity to prepare a new generation of scientists and researchers. This management, by its rigor, shapes excellent academics and professionals who are able to contribute creatively to the further development of the university and the security forces. The Habilitation Regulations of the Police Academy of the Czech Republic in Prague contain strict criteria for potential candidates, which reflect the high demands placed on them. There should be a prerequisite for the candidate's further systematic university scientific and pedagogical activity.

### **Recommendations**

PA CR as a state university is a sui generis university. It follows, however, that its academic staff has a very limited opportunity to undergo habilitation proceedings at another university. For a long time, this situation has been solved by the possibility to undergo this procedure at the Police Corps Academy in Bratislava. After the entry into force of the new international agreement between the Czech Republic and the Slovak Republic, this option has been out of the for several years and the focus of the acquisition of qualified teachers rests on the accredited habilitation procedure at the PA CR. Taking this issue seriously, the PA CR will apply for further continuation of the accreditation of the habilitation procedure and at the same time will seek accreditation of the appointment procedure.

### **Rigorous proceedings**

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

1. 11. 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. This

is evidenced by the following fact. In the period from 1 November to 31 December 2014, a total of 73 applications were submitted, of which 60 were graduates of PA CR and 13 applicants were from other . As of 31.12.2017, a total of 187 applications had been submitted, of which 163 fulfilled the established conditions. The number of rigorous procedures initiated is therefore 163 applicants. The following table gives an overview of the rigorous procedure.

**Table No. 10: Rigorous procedure - interest of applicants**

<b>Academic year</b>	<b>Graduates of the PA ČR Master's degree programme</b>	<b>Graduates of master's degree programmes at other universities</b>	<b>TOTAL</b>
2014/2015	101	17	118
2015/2016	19	7	26
2016/2017	30	6	36
2017/2018 (k31.12. 2017)	6	1	7

**Table 11: Rigorous proceedings - status as of 31.12.2017**

Total number of applicants admitted to the MA 163 - number of applicants admitted to the MA

Branch N61	119
Branch N62	4
Branch N71	40

**Number of applicants who have and are awaiting admission to the RC**

Branch N61	4
Branch N62	0
Branch N71	1

Number of applicants who applied to the MA and did not meet the admission requirements due to the different focus of the completed Master's degree programme (graduates of other universities)+ applicants who were invited to modify and did not complete the necessary

Branch N61	8
Branch N62	1
Branch N71	5

#### **Withdrawal from the rigorous procedure**

Branch N61	6
Branch N62	1
Branch N71	2

#### **Number of submitted rigorous theses**

Branch N61, N62, N71	63
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#### **Overview of defended rigorous theses and successfully completed SRZK**

##### **Graduates - 29 in total**

Branch N61	<b>22</b>
Branch N62	1
Branch N71	6

1 candidate (field N61) - failure at the defence and SRZK+ 2 candidates (N71) failure at the SRZK-repair dates 24.1.2018 and 14.3.2018

#### **Terminated rigorosum proceedings due to failure to submit the RP within the stipulated period of 2 years**

Branch N61	41
Branch N62	1
Branch N71	7

**Success rate of the rigorosis procedure**

Out of a total of 163 rigorosum proceedings initiated in the evaluated period, 29 were successfully completed. 49 rigorosum were terminated for administrative reasons. A total of 3 proceedings ended with the failure of the rigorosants in the defence or the state rigorosum examination.

**Table 12: Rigorous proceedings - success rate as of 31.12.2017**

<b>Academic year</b>	<b>Number of SRZKs and defences held</b>	<b>Number of graduates (successfully completed SRZK and defences)</b>	<b>Number of applications received to the RD in a given year</b>
2014/2015	0	0	90
2015/2016	3	3	33
2016/2017	17	17	33
2017/2018 (as of 31.12.2017)	11	9	3

**Overview - unsuccessful SRZK**

<b>Academic year</b>	<b>Number of SRZKs and defences held</b>	<b>Number of failed state rigorosum examinations</b>
2014/2015	0	0
2015/2016	3	0
2016/2017	17	1
2017/2018 (as at 31. 12. 2017)	11	2

The failure rate of rigorosum proceedings 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. 32 % fail to complete the rigorous procedure

rigorososants is conditioned by administrative reasons, because they did not submit their rigorous thesis within the prescribed deadline. The main reason (according to the applicants' statements) is a high workload, sometimes in 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 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 when consultants and/or opponents motivate rigorososants to continue their work on the given problem 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. Interested candidates choose the topic of the rigorous thesis from the published offer, which is updated annually by the departments. 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 2017/2018 academic year, the rigorosum regulations were amended (modification of the deadline for the SRZK examination).

## **3.5. Quality assessment in internal and external processes evaluation**

### **External evaluation (post-promotion practice of graduates)**

External evaluation is a traditional form of feedback at the PA CR and is carried out systematically at the PA at the beginning of each calendar year. The main objective of the external evaluation of the quality of teaching by graduates of the PA CR and their employment is to find out in particular whether graduating from the PA CR enables its graduates to 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. In particular, the following is determined by means of a questionnaire survey:

- what kind of employment graduates of full-time studies find within the Ministry of the Interior of the Czech Republic, or in other departments of the state administration, or what difficulties they have in finding employment,
- opinions of full-time graduates on search assistance from PA CR (job counselling),
- data on unemployed graduates of the PA CR after graduation and at the time of the survey (about six months after graduation),
- how prepared graduates of the combined form of study are, in their own opinion, for the performance of tasks in their employment (business) in terms of use of knowledge and skills acquired during the teaching of selected subjects, both theoretically and practically,
- whether graduation from the PA CR had, in the of students in a service (employment) relationship, an impact on their further service (employment) growth,
- whether the employer, when hiring them, took into account the education acquired at the PA CR,
- partial information on the opinions of graduates on the content and procedural aspects of teaching at PA CR in of evaluation of readiness for practice,
- graduates' opinions on the subjects taught at the PA CR, which they use most in their work,
- the opinions of PA CR graduates on the overall applicability of their education in their employment (business) and
- overall evaluation of studies at PA CR and satisfaction with studies.

In order ensure contact between the PA CR and graduates, students are graduating in a given year are asked to provide a private email address, to which a questionnaire is then sent. **For example, in 2016**, 584 graduates provided their email addresses to the study department, which represents 99% of all graduates. The actual questionnaire survey took place **during the month of February 2017** under the organisational auspices of the Vice-Chancellor for Learning and Teaching and the Department of Doctoral Studies and Accreditation.

### **Alumni opinions on selected areas of teaching**

A total of 177 of all graduates surveyed (30%) responded to the request for assistance with the post-promotion survey, of which 71 were full-time graduates () and 106 were combined graduates (28%). There was an increase in the number of responses almost all groups of graduates compared to the previous year. More detailed data are given in the following tables.

**Number of questionnaires sent - full-time graduates 2016**

Field of study	Numbers of graduates	Questionnaires		%	%
		Sent to	Retrieved from	2015/2016	2014/2015
<b>B60</b>	57	57	16	28	22
<b>B71</b>	61	61	27	43	19
<b>N61</b>	52	52	16	31	23
<b>N62</b>	6	6	2	33	13
<b>N71</b>	28	28	11	39	43
<b>Total</b>	<b>204</b>	<b>204</b>	<b>72</b>	<b>35</b>	<b>23</b>

**Number of questionnaires sent - graduates of combined studies 2016**

Field of study	Numbers of graduates	Questionnaires		%	%
		Sent to	Retrieved from	2015/2016	2014/2015
<b>B60</b>	75	75	25	33	7
<b>B61</b>	4	4	1	25	45
<b>B62</b>	97	96	20	21	19
<b>B71</b>	30	30	5	17	28
<b>N61</b>	120	119	32	27	32
<b>N71</b>	56	56	23	41	41
<b>Total</b>	<b>382</b>	<b>380</b>	<b>106</b>	<b>28</b>	<b>24</b>

**Employment of PA CR graduates**

On the basis of the post-graduation data, it can be concluded that the impact of studies on the employment of graduates of the PA CR is positive both in terms of their first job (for graduates of the full-time form of study) and in terms of the impact on their professional career (graduates of the combined form). The number of unemployed graduates of full-time studies in the Czech Republic has long been ranging from 3 to 7% (13% in 2016), with number including graduates who are unemployed by choice, pursue further studies, want to travel and for these reasons are not yet looking for employment at the time.

**The impact of study on graduates' professional careers after graduation**

Graduates of full-time studies most often state that during their studies they have created the best conditions for further personal development and future professional career. Graduating from the PA CR contributed to career growth to some extent, with two-fifths of the combined study graduates surveyed (41%), and this was more often the case for graduates of the master's degree programme, while graduates of the bachelor's degree

programme were more likely to have stayed in the same position. Almost all full-time (92%) and combined (95%) graduates surveyed

studies, in terms of performance of all tasks and duties, are assessed as very successful and successful.

### **Opinions of graduates and their employers on teaching at PA CR**

The majority of the respondents, both full-time (61%) and combined (85%) graduates, stated that they considered the teaching at the Czech Academy of Sciences to be good and not requiring major changes. Employers surveyed rated the teaching at the PAČR similarly. Almost four-fifths (79%) of employers rate the theoretical preparation of graduates as very good and excellent. In terms of theoretical training at the PA CR, the areas of legal sciences, duties and authorisations and management are the most highly rated by employers. Practical training is best evaluated in the area of cooperation with other subjects, handling and processing of documents and work in professional issues.

### **Comparison of the levels of competences acquired by graduates studying at PA and the competences required in their employment**

Among the competences to which the study at the PA CR contributed more than required by practice, we can include in particular presentation and written expression skills, language skills in a foreign language, legal competence and professional theoretical and methodological knowledge. On the other hand, practice requires higher competences than those for which graduates are prepared by their studies, especially in the area of communication and negotiation skills and the ability to take responsibility.

Among the competences of graduates of the combined form of study, to which the study at the PA CR contributed more than required by practice, one can include in particular the ability to , language skills, general knowledge and outlook, legal competence and professional theoretical and methodological knowledge.

### **Satisfaction with studying at PA CR**

Three quarters of the full-time graduates were rather or very satisfied with their studies at PA CR. More than four-fifths (84%) of the graduates of combined studies were rather or very satisfied with their studies at PA CR. The impact of studies on the employment of PA CR graduates is generally positive, both in terms of their first job (for full-time graduates) and in terms of the impact on their professional career (for combined graduates). Civilian graduates of full-time studies are significantly more likely to be unemployed (13% at the time of the survey, but some of their own choice, e.g. they want to continue their studies,

travel) compared to graduates of the combined form (only ).

## Satisfaction of graduates with their studies at PA CR

Satisfaction with studying	Response rates(%)					
	PS			KS		
	Bc.	Mgr.	Total	Bc.	Mgr.	Total
1. Very dissatisfied	5	0	3	4	2	3
2. Rather dissatisfied	2	12	7	5	10	7
3. Neither satisfied nor dissatisfied	15	16	15	4	7	6
4. Rather satisfied	55	63	58	59	52	55
5. Very satisfied	23	9	17	28	29	29

**Recommendations supporting quality**

The results of the post-promotion surveys are used to formulate recommendations aimed at strengthening the quality of teaching and other pedagogical activities, but also recommendations to strengthen the opportunities of students to apply in the security labour market. The topics discussed and implemented include in particular cooperation with the personnel officers of regional police directorates and/or personnel officers of other security forces (for the final years of full-time students, information meetings with personnel officers from security practice are organised).

**Internal evaluation**

Internal evaluation is carried out in the form of student feedback. Feedback is obtained through the Survey module in SIS for each semester, in writing in the form of a questionnaire, based on the decision of the Rector's College or Deans, and also by supervisors or teachers of specific courses (written brief feedback with the possibility of free expression).

The survey is a basic tool for obtaining student evaluation of the quality of teaching. Students' opinions are collected according to their 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. Teacher Manifested by Real interest in intellectual a professional growth of their students.

10. I'm satisfied with the teacher.

The survey has been in operation since the 2013/2014 academic year. Students are always invited by email to actively participate in the student evaluation of the quality of teaching through the survey module, which is available in the student information system. An overview of active participation is given in the table below.

Academic year		Number of students		Number of comments (from enrolled students)	
2013/2014	N	227	1	135	0
2014/2015	ZS	287	3	137	8
	N	137	7	92	7
2015/2016	ZS	306	4	239	8
	N	166	8	126	6
2016/2017	ZS	<b>332</b>	5	257	7
	N	<b>213</b>	0	<b>134</b>	3

The number of students have actively in the survey since its launch is generally low, representing roughly one tenth of all students. At the launch of the electronic quality assessment, 227 students participated (135 written comments). In LS 2016/2017, 213 students completed the survey and had 134 written comments on courses and teachers. students are more likely to participate in the teaching quality assessment for the winter semester (up to twice as many students as in the summer semester).

## Teacher evaluation

Students overwhelmingly rate the teachers in an overwhelmingly positive way. This is evident from the fact that more than 92% of the students who participated in the survey agree or tend to agree with the statements that the lecturers are able to arouse interest in the subject, respond to students' questions, come to class well prepared, show a genuine interest in students' professional growth and motivate them for further studies. Up to 96% of students are at least partially satisfied with their teachers. Only rarely (only 1%) disagree with this assessment. Students' written comments on the lecturers reinforce the positive quantitative evaluation, with students most often appreciating the friendliness students, professionalism, and challenge in seminars or exams. In rare cases, students formulate critical comments, which subsequently addressed in departmental teams and at faculty level.

## Evaluation of subjects

Students mostly rate the teaching of the enrolled subjects as good quality. This finding is based on the fact that more than 86% of the students who participated in the survey agree or tend to agree with the statements that the teaching is of high quality, clear and understandable, the subject is beneficial, brings new information and they are mostly satisfied with the teaching of the subject. Approximately 82% of the students are satisfied with the teaching of the courses and only rarely (less than 3%) did students express critical comments about the courses taught. In written comments students most often appreciate the quality of the lectures on the subject and the scripts or textbooks issued, and often point out in the case of combined studies the mismatch between the time allocation for the subject and its content, which requires many more teaching hours.

## Recommendations

The majority of the students who participated in the course and teacher evaluation rate the quality of teaching rather positively and are mostly satisfied with it. **From the surveys conducted so far (9 in total, of which 2 were conducted in written form and 7 electronically)** focused on students' evaluation of the quality of teaching, it is clear that positive evaluation of both teachers taught courses is clearly predominant. Teachers themselves also show more interest in the results of the survey. There is a need to continue to motivate students to become even more involved in student evaluation of teaching quality (the Regulations for the Evaluation of Teaching Quality assume 50%

student involvement). Feedback is used together with other tools to identify and ensure quality growth according to set criteria.

### **3.6. Selected findings from EUROSTUDENT VI (2016) research in relation to state universities**

The EUROSTUDENT survey was carried out by the Ministry of Education and Science during the summer of 2016. 67 students participated in the survey for the PA Czech Republic - 64% of them from PBP and 34% from FBM. There were significant differences in the opinions of students of public universities and students of PA CR, especially in the following selected areas:

#### **Economic activity before entering university**

Of the PA CR students, up to 90% were economically active, while approximately 43% of public HE students were working. This difference is mainly due to the fact that 63% of PA CR students studied in a combined form and only 20% W students.

#### **Conditions for admission to university**

Significant differences were also evident in of the conditions for admission to university. While 87% of PA CR students had to pass an entrance exam, only 59% of public HE students passed the entrance exam. One third of public HE students (32%) had sufficient academic results from secondary school to be admitted to HE.

#### **Evaluating the chances on the labour market after graduation**

PA students in the Czech Republic consider their chances on the labour market at the national level to be partly higher than those of HE students - 34% compared to 30%. At the international level, the situation is reversed: 10% of HE students consider their chances on the labour market to be very good, while only 3% of PA students in the Czech Republic see this chance.

#### **Students' relationship with the school**

The current HEI was the first choice for 55% of PA CR students and 47% of HEI students. For both groups of students, interest in the field of study prevailed in the choice of HEI (PA CR - , WŠ - ). Interestingly, for PA CR students the chance of admission (PA CR - 25%, WŠ - 11%) and distance from their place of residence (PA CR - 21%, WŠ - 10%) were preferred more than twice in the choice of HEI.

The level of students' satisfaction with their studies is also indicative of their

relationship with the school. Students of public HEIs are most often satisfied with the school facilities (77% of them) and students of PA CR mostly with the possibility to choose from a wide range of subjects (84%).

If students were to choose to study again, 81% of PA CR students would choose PA again and of WŠ students would choose the same HEI.

PA CR students (33%) were more likely than WŠ students (28%) to express a greater sense of belonging to the school they are studying at. Of the PA CR students, there was not a single student who expressed that they definitely did not feel part of the school, while 3% of WŠ students chose this option.

### **Recommendations supporting quality**

The attitudes and living conditions of students of the WŠ and PA CR are comparable. The differences in students' opinions are mainly influenced by the predominantly combined form of study of PA CR students. The finding that PA CR students have a more favourable attitude towards their school than WŠ students and are also more satisfied can be considered a positive. For the future, the PA CR will continue the trend of good student-university relations also towards alumni (e.g. PA CR alumni club, meetings of distinguished alumni, etc.).

### **Feedback evaluation of external stakeholders**

The evaluation of external entities is obtained continuously and informally within the framework of working and social contacts with important representatives of security practice. Feedback from 'graduate buyers' in this format is usually spontaneous and clearly positive. Formalised feedback from external stakeholders is then represented by questionnaire surveys in the context of post-prom experience, whereby graduates are also approached by their direct supervisors. However, the success rate of this approach is low for understandable reasons. In the context of the evaluation report, therefore targeted important representatives were approached "stakeholders", both as "external clients/customers of graduates" and major collaborating institutions. Of the 9 contacted external entities, 4 were foreign entities from comparable institutions as the PA of the Czech Republic, but also from police practice (Police of Germany) and 5 domestic entities from security practice (e.g. Fire Department of the Capital City of Prague, Main Headquarters of the Military Police) or higher education (University of Defence). Expressions of these external entities in the form of letters acknowledge the results achieved by the PA CR the field of educational activities as well as in the field of scientific and professional activities and are also supportive towards the further development of the PA CR.

### 3.7. Quality assessment criterion internationalisation

In accordance the Long-Term Development Plan of the PA of the Czech Republic for the period 2014-2020, internationalisation is considered to be an important source of the University's development. One of the main strategies in the field of international cooperation is successfully implemented, which is deepening, strengthening and searching for new forms of cooperation with partner organisations and institutions with which the PA CR has concluded bilateral agreements and has been cooperating with them for a long time. Contacts with new partners are being established, especially in the field of student exchanges and development of mobility of teaching staff and employees. Conditions for active participation of academic and scientific staff in international conferences, symposia and seminars are being created.

#### Overview of foreign trips and admissions for the period 2013-2017:

	2013	2014	2015	2016	2017
foreign trips	48	49	68	65	68
foreign admission	15	21	24	34	34

These data include foreign trips of academic and scientific staff realized in the form of participation in conferences, symposia and seminars abroad, foreign trips of university representatives and staff to participate in meetings of international project bodies and student mobility specific events organized by foreign partners except for mobility realized within Erasmus+ programme.

Examples of specific events for students include the reciprocal organisation of weekly language courses in cooperation with the Saxon Police College, sending students to in a three-week international study course for police school students, cadets and young police officers, which is organised by the Lower Saxony Police Academy, where we send students each year. We then offer week-long study stays to students of partner schools, during which they are introduced to police issues in the Czech Republic mainly through lectures and excursions.

A common international activity with a long tradition is the organization of the international round of SVOČ (Student Scientific and Professional ), which is held alternately at the PA of the Czech Republic and the Police Academy in Bratislava. The

competition, which is held under the joint

participation not only of students, but also of academic staff of the two highest higher police education institutions in the Czech Republic and Slovakia, a suitable platform for the exchange of knowledge, experience and new trends in police work.

An unforgettable part of the presentation of the PA of the Czech Republic abroad is its long-term involvement in various international projects and institutions. It is necessary to mention, for example, the twenty-five years of active involvement in the MEPA programme (Mittleuropäische Polizeiakademie), a project of further education of police officers of seven European countries (Austria, Germany, Hungary, Switzerland, Slovenia, Slovakia and the Czech Republic). The PA Czech Republic is the guarantor of the Czech part of the project's main activity - the main course, it is the coordinator and compiler of the study manual, PA Czech representatives are asked to speak at and university representatives are members of the various governing bodies. The programme is primarily implemented in German, in 2015 and 2016 some activities were implemented in English.

A qualitative shift occurred in the involvement of the PA CR in the activities of CEPOL - the European Union Agency for the Training of Law Enforcement Forces, where a framework partnership agreement was signed in 2016, which allows direct and active involvement in the activities, not only in sending academic staff to in the Agency's training activities, but especially in the possibility to organize courses independently.

Membership in the AEPC (Association of European Police Colleges) is aimed at exchange of experience, sharing of best practices, cooperation and coordination in the of police education.

The PA CR also organised one-off events, among which we can mention the development cooperation project, within the framework of which the PA CR organised a course on "Sharing best practices in the field of population protection" for representatives of the Ministry of Territorial Administration and Emergency Situations and the Department of International Police Cooperation of the Republic of Armenia.

The PA of the Czech Republic cooperates closely with the Embassy of the State of Israel by organizing interesting security-oriented lectures and exhibitions.

We also received a number of foreign guests in connection with events organised in 2017 to celebrate the 25th anniversary of the founding of the PA of the Czech Republic.

At first glance, the figures representing the number of activities implemented, bilateral agreements concluded (currently the PA CR has 7 bilateral agreements) or the scope of

events might seem relatively low. This is due to the specific position of the PA CR

in the system of Czech colleges and universities, as well as the relatively significant disparity in the systems of higher police education in Europe and especially outside it. Due to this fact, finding a compatible foreign partner is quite complicated, very often only a very limited part of the activities of a foreign institution can be used for cooperation.

The limited staff capacity of the International Cooperation Department, the limited financial resources that can be spent on these activities from the budget and the limited number of professional academic and scientific staff with sufficient language skills can be identified as an obstacle to faster development of the scope of internationalisation.

Despite these limitations, the Academy of Sciences is experiencing a positive trend in the field of international cooperation and is gaining a reputation among foreign partners, which is manifested primarily by the interest in establishing new contacts, it is a long-standing target of mobility from abroad and there is an increasing interest in cooperation in the field of science and research.

Achieving this goal is often contingent on obtaining extra-budgetary funding and increased staffing requirements, which often complicates project involvement considerably. However, the development of internationalisation is one of the basic conditions for the functioning of a modern university.

### **Erasmus+ programme at the Police Academy of the Czech Republic in Prague**

The Police Academy of the Czech Republic in Prague has been a participant of the Erasmus programme since the academic year 2003/2004. In December 2014, the Police Academy of the Czech Republic became a holder of the "Erasmus University Charter" for higher education for the period 2014 - 2021.

The Police Academy of the Czech Republic in Prague is currently involved in the Erasmus+ programme under Key Action 1 (KA1) - mobility of individuals. In 2015, the PA ČR entered the first two-year strategic partnership project - Key Action 2 (KA2) with the participation of experts from the Czech, Slovak and Polish Republics. This Erasmus+ project "Education together against crime" aimed at developing a curriculum for a training programme for criminalistics experts and technicians. It was implemented from 1 September 2015 and successfully completed on 31 August 2017.

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 16 universities and colleges in 9 European countries. The increase in the number of partner institutions in the last four years is a very positive trend. 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.

**A very positive trend in** recent years has been the increasing number of outgoing academics, including other staff. The main reason for the increasing number of departures is the improvement of the promotion of staff mobility at the meetings of the Scientific Council of individual faculties, as well as the provision of relevant information by the Vice-Rector for Foreign Relations and External Relations at the meetings of the College of the PA CR in Prague. The increased number of preparatory meetings and consultations for prospective participants in mobility organised by Erasmus staff also contributed to this positive development. Last but not least, the improvement of the applicants' language competences has played an important role. This positive trend has led to an increased interest in trips also to English-speaking countries. In recent years, trips to Slovakia have predominated, for linguistic reasons. Efforts in foreign cooperation are also focused on deepening contacts with existing partners outside the Erasmus+ programme area.

The focus of the PA of the Czech Republic, as stated in the "Erasmus University Charter", is on student mobility for study. Priority is given to motivating full-time students of the first and second study cycle. Recently, the PA CR has been targeting students of doctoral studies. However, these students study at the PA CR only in a combined form of study and due their work obligations their trips are considerably more difficult. In the , the PA CR management is considering student trips within the framework of so-called "credit mobility" - outside EU countries, and is also planning to start student trips for internships.

In the last three years, the number of outgoing students has stagnated somewhat, declining slightly. The reason for this unfavourable      The lower quotas for full-time students set by the Ministry of the Interior. A positive development in 2017 is the increase      in the quotas again and the resulting expectation of an increase in the number of students sent on      abroad.

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 to disseminate good practice

from mobility abroad. Make maximum use of the website and Facebook to present the results of the mobility.

Within the framework of student mobility of incoming students, one of the main priorities is to continuously improve the quality of teaching in English and to expand the range of subjects taught. These efforts are successfully reflected in the steadily increasing number of international students admitted, who after completing their mobility evaluate our institution with the maximum number of points. Feedback is provided by the online mobility tool. The House of International Cooperation, which is responsible for the Erasmus+ programme, evaluates the quality of the programme at the PA CR in Prague very positively, as evidenced by the positive evaluations in the annual final report.

### **Integration of foreign mobility participants into PA life**

The aim is to achieve maximum integration of international students and incoming staff into the life of our institution. Orientation weeks are organized for the incoming students in the preparatory period before the mobility in order to facilitate orientation on campus, 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 the city transport, training in principles of work safety and fire protection. Equally important is training students in the issue of health care 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 from the academic year 2011/2012 onwards.**

The table below shows the number of student and staff mobilities since the 2011/2012 academic year. It can be observed from the overview that the numbers of students on secondment are somewhat stagnant, which is conditioned by the limited number of full-time students and also by the absence of a fully reciprocal, mirror

institution (see also the justification above).

In the case of staff mobility, there is a gradual increase in the number of participants sent, which will be the highest so far in the 2017/2018 academic year (27 trips have been approved).

The table also gives an overview of the participants received, whether they are students or staff. Their number is increasing every year, which is a very good recognition for the PA of the Czech Republic in Prague.

**Student and staff mobility (academic year 2011/2012 - 2016/2017)**

Academic year	Student mobility		Mobility of academic staff		Mobility of other staff	
	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>2011/2012</b>	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>Total:</b>	<b>12</b>	<b>23</b>	<b>15</b>	<b>19</b>	<b>4</b>	<b>0</b>
<b>2012/2013</b>	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>Total</b>	<b>15</b>	<b>19</b>	<b>10</b>	<b>11</b>	<b>3</b>	<b>10</b>
<b>2013/2014</b>	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>Total</b>	<b>13</b>	<b>24</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>20</b>
<b>2014/2015</b>	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>Total</b>	<b>16</b>	<b>22</b>	<b>12</b>	<b>15</b>	<b>4</b>	<b>7</b>
<b>2015/2016</b>	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>Total</b>	<b>15</b>	<b>24</b>	<b>8</b>	<b>20</b>	<b>9</b>	<b>7</b>
<b>2016/2017</b>	posted by	Admitted	posted by	Admitted	posted by	Admitted
<b>Total</b>	<b>11</b>	<b>27</b>	<b>15</b>	<b>17</b>	<b>5</b>	<b>11</b>

**Number of student and staff mobilities from academic year 2014/2015 to 2016/2017 by country**

Most students come from Slovakia. Students from other partner institutions 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 ČR in Prague 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.

The steadily increasing number of seconded staff (academic and other staff) is also a

positive development. This increasing trend also applies to the recruited foreign participants in staff mobility.

**Academic year 2014/2015**

<b>Country</b>	<b>Number of students sent</b>	<b>Number of admitted students</b>	<b>Number of seconded academic and other staff</b>	<b>Number of academic and other staff recruited</b>
Slovakia		14	11	5
Bulgaria	1	2		2
Turkey	4		1	11
Germany	2			
Lithuania	5	3	2	1
UK	2	4		2
Poland	2		1	
Hungary			1	
Finland				1
<b>Total:</b>	<b>16</b>	<b>22</b>	<b>16</b>	<b>22</b>

**Academic year 2015/2016**

<b>Country</b>	<b>Number of students sent</b>	<b>Number of admitted students</b>	<b>Number of seconded academic and other staff</b>	<b>Number of academic and other staff recruited</b>
Slovakia		15	5	17
Turkey				7
Bulgaria		4	1	1
Germany	2		1	1
United Kingdom	6	1		1
Hungary	3		4	
Poland		2	2	
Romania			1	
Lithuania	4	2	3	
<b>Total:</b>	<b>15</b>	<b>24</b>	<b>17</b>	<b>27</b>

**Academic year 2016/2017**

Country	Number of students sent	Number of admitted students	Number of seconded academic and other staff	Number of academic and other staff recruited
Slovakia		15	11	17
Turkey		1		
Bulgaria			3	2
Germany	1		2	
United Kingdom	2	2		5
Hungary	2	3	2	
Poland		5		2
France	2			
Romania			1	1
Lithuania	4	2	1	1
<b>Total:</b>	<b>11</b>	<b>28</b>	<b>20</b>	<b>28</b>

The table below gives an overview of the Erasmus+ partner universities. Their number has doubled since 2008.

**Overview of partner institutions - Erasmus+ programme**

Name of university	Length of study in months	Internet address of the school
Armed Forces Academy Gen. M. R. Štefánik, Liptovský Mikuláš, Slovak Republic	5	<a href="http://www.aos.sk">www.aos.sk</a>
Republic University in Žilina, Slovak of Žilina	5	<a href="http://www.fsi.uniza.sk">www.fsi.uniza.sk</a>
Police Academy in Bratislava, Slovak Republic	5	<a href="http://www.akademiaQz.sk">www.akademiaQz.sk</a>
Academy of Ministry of Interior, Bulgaria	5	<a href="http://www.academy.mvr.bg">www.academy.mvr.bg</a>
Mykolas Romeris University, Lithuania	5	<a href="http://www.mruni.eu">www.mruni.eu</a>
Police Academy in Szczytno, Poland	4	<a href="http://www.wspol.edu.QI">www.wspol.edu.QI</a>



War Studies University, Warsaw, Poland	4	<a href="http://www.erasmus.aon.edu.pl">www.erasmus.aon.edu.pl</a>
Ruhr-Universität Bochum, Deutschland	5	<a href="http://www.rub.de/kriminologie">www.rub.de/kriminologie</a>
Hochschule der Sachsischen Polizei, Rothenburg, Deutschland	6	<a href="http://www.polizei.sachsen.de">www.polizei.sachsen.de</a>
Polizeiakademie Niedersachsen, Deutschland	4	<a href="http://www.Polizei.niedersachse.de">www.Polizei.niedersachse.de</a>
National University of Public Service, Hungary	3,5	<a href="http://www.en.uni-nke.hu">www.en.uni-nke.hu</a>
University of Central Lancashire, United Kingdom	4	<a href="http://www.uclan.ac.uk">www.uclan.ac.uk</a>
Staffordshire University, United Kingdom	4	<a href="http://www.staffs.ac.uk">www.staffs.ac.uk</a>
Police Academy in Ankara, Turkey	4	<a href="http://www.12a.edu.tr">www.12a.edu.tr</a>
Aksaray University, Turkey	4	<a href="http://www.aksaray.edu.tr">www.aksaray.edu.tr</a>
"Alexander Ioan Cuza", Police Academy, Romania	4	<a href="http://www.academiadepolitie.ro">www.academiadepolitie.ro</a>

### **Strategy for the development of international relations and the international environment, defining priorities in this area**

The Police Academy occupies a specific position among Czech universities, which is significantly reflected in the strategy for the development of international activities and in setting priorities in this area. The University enters the space of European and non-European police higher education through various forms of international cooperation.

The school's main strategy is to deepen its relationships with long-term foreign partners, with the main focus on expanding cooperation within the framework of student mobility for study stays. The aim in area is to extend cooperation beyond the borders of Europe. While the focus is on academic and scientific staff, the challenge is to motivate other staff for whom international mobility is a very valuable experience for the workplace.

The quantitative and qualitative objectives of the project are being met in the long term within Erasmus programme, which is fully in line with the grant agreement and the ECHE charter. Importantly, further

improving mobility, deepening cooperation with existing partners and establishing further cooperation beyond the European framework.

In the , the PA CR plans to focus on the creation of joint study programmes, which are of considerable benefit to the participating institutions and strengthen the international reputation of the school. Joint programmes also contribute to the transparency of education systems and to changes in national legislation governing their recognition.

The management of the PA Czech Republic will continue to emphasize the improvement of the quality of international cooperation and its expansion in the future. The accreditation of the programme in English, which is being considered, would significantly enhance the quality of internationalisation. However, this is a longer-term perspective. At , the PA CR builds on the existing conditions and within them seeks to fulfil the objectives of international cooperation as an important factor in the development of a modern university. The PA CR wants to continue to cultivate a varied and interesting range of activities for foreign academics and researchers, staff and students. At the same time, the PA CR management wants to develop the conditions and motivate academic and scientific staff or employees of the PA CR to become more involved in international activities.

## **4. EVALUATION OF CREATIVE ACTIVITIES AND DIRECTLY RELATED ACTIVITIES**

The creative activity of the PA CR is generally focused on the security of the Czech Republic, and the researched areas are determined by the existing demand of the public sphere. For this reason, the PA CR focuses on security priorities, which result from the following relevant documents:

- "National Priorities of Oriented Research, Experimental Development and Innovation" ("Priorities 2030", adopted by the Resolution of the Government of the Czech Republic of 19 July 2012 No. 552).
- "Interdepartmental Concept of Security Research and Development of the Czech Republic until 2015" (and its update).
- "Analysis of Threats to the Czech Republic" (adopted by Resolution of the Government of the Czech Republic on 27 April 2016 No. 369). The document identified 22 types of hazards for the Czech Republic (types of hazards with unacceptable risk) for which a declaration of a state of emergency can be reasonably expected. For these cases it is necessary to take measures leading to the elimination of their impact. For this reason, a new generation of type plans is expected to be developed within the crisis planning system.
- "Action Plan for the National Cyber Security Strategy of the Czech for the period " (topic for prospective cooperation with the National Security ).
- "National Security Audit", which was launched in early 2016.

### **4.1. Quality of selected results**

Security research topics are increasingly becoming interdisciplinary, with overlaps into the natural sciences, social sciences, demography and other fields. Of the wide range of security issues, the PA CR focuses in particular on those issues that are the output of the National Security Audit.

- The research trends of the PA Czech Republic correlate in particular with the following accentuated areas:
- reducing crime, with an emphasis on organised crime and economic crime;
- information crime and the fight against corruption;

- strengthening the intelligence protection and defence of the Czech ;
- Creating conditions for a tolerant civil , countering extremism and its causes;

- Increasing the efficiency and professionalism of state institutions, and in this context, strengthening cooperation between the public administration and citizens and business individuals and legal entities;
- the development of civic associations and NGOs working in the field of security;
- strengthening public awareness and active participation of citizens in ensuring safety;
- protection of the population and critical infrastructure;
- Developing technical and technological capabilities in the processing and transmission of classified and sensitive information with emphasis on its protection and availability.

According to the OECD classification, security research itself is categorised as a social and as such has relatively little overlap into the international sphere. For these reasons, the publication activities of the PA CR are directed to domestic journals and publishing.

In this situation, the journal "Security Theory and Practice" plays an irreplaceable role, which not only disseminates scientific research results in the field of security, but is also an important source of institutional support, as also shown by the overview of publication outputs listed in the RIV database. Here, however, there is a decrease in RIV scores in 2013, 2014 and 2015, because in 2013 and 2014 the journal was removed from the "List of peer-reviewed non-impacted periodicals published in the Czech Republic". Since , the journal has been included in the list again, and since 2016 it has been registered in the ERIH+ database. These facts should be reflected in the evaluation of publication activity according to the current methodology based on RIV points in 2017.

With regard to the classification of security research according to the OECD, in the past period, substantial attention was paid to the publication outputs in the category of Expert Book/Chapter in Expert Book. Here, there has been both an increase in the number of titles and a qualitative shift, and it is to be expected that the titles entered for the Pillar 2 assessment will at least some of them be classified in the 'a' category.

## 4.2. Performance of research

The strategy of further development of the PA CR during the past five years has been directed towards four basic directions of scientific research activities.

**The first direction** was represented by the criminalistics and forensic disciplines, whose goal was to identify the fundamental problems of criminalistic science, their theoretical analysis and transformation into the design of optimization algorithms

for the identification of objects and systems.

**The second direction** was security management and crisis management, the aim of which was to develop and propose alternative solutions to partial scenarios of basic situations in the field of population protection and critical infrastructure protection, relatively available resources that the public administration may have at its disposal.

**The third direction** represented the analysis and prediction of selected current police security issues, the aim of which is to define and classify important areas where it is necessary to take into account possible developments that significantly threaten the security of the areas under study with the expected acceleration of the problem under study, as well as the improvement of advanced methods of detection, identification and possible paralysis.

**The fourth direction** was the analysis and prediction of selected current problems of public administration, within which the research tasks are focused, for example, on the issue of the formation of the Czech state's anti-extremist policy, including the determination of the role of individual entities that should implement it, the analysis of current trends in the field of information crime with a proposal for recommendations for their forensic analysis.

According to the publication outputs and content, the scientific research activity in the period 2012-2017 can be assessed as very good overall. It was possible to publish a number of articles in impacted journals (especially in the field of crisis management and ethics), a number of monographs, chapters in monographs and other quality publications were published, and papers were published at prestigious international conferences, from which the following can be selected: International Conference on Occupational Exposure Protection, Vienna, 2014. As the only organization from Central Europe, the Police Academy participated in the NATO conference in the USA - NATO Advanced Research Workshop "Preparedness for Nuclear and Radiological Threats", National Center of Security and Protection, Los Angeles, 2014. "ENC 2014", Marseille 2014. 28th International Congress of Applied Psychology. From Crisis to Sustainable Well-Being, Paris 2014. 4th International Conference on Radiation and Applications in Various Fields of Research (RAD) Location: Nis, SERBIA 2016. 81st International Atlantic Economic Conference, Lisbon 2016. IPES (International Police Executive Symposium) Conference Liverpool, UK 2017. Archibald Reiss Days - The VII Scientific Conference Belgrade, Serbia, Academy of Criminalistic and Police Studies 2017. World Summit on Counter-Terrorism, Herzliya Israel 2017.

PA CR as a research organisation, an independent organisational component of the state Scientific research activities of PA CR are financed mainly within the framework of institutional support

based on Research Development Concept. The funds received by the PA CR under institutional support in recent years are as follows:

- : 4,673 million CZK
- : 7.977 million CZK 7,977;
- : 7.086 million CZK 7,080;
- : 6.342 million CZK 6.342 million;
- : 5.825 million CZK;
- : 5.825 million CZK 6,825,825.

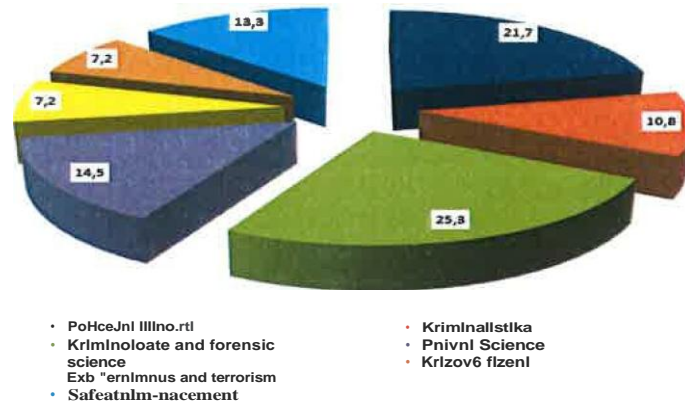
### **4.3. Social relevance**

The transfer of the results of scientific research activities into practice has three levels at the PA CR, namely the teaching process and lifelong learning courses, where the results of scientific research activities are directly applied lectures and exercises, student scientific and professional activities, publication activities and direct cooperation on specific tasks.

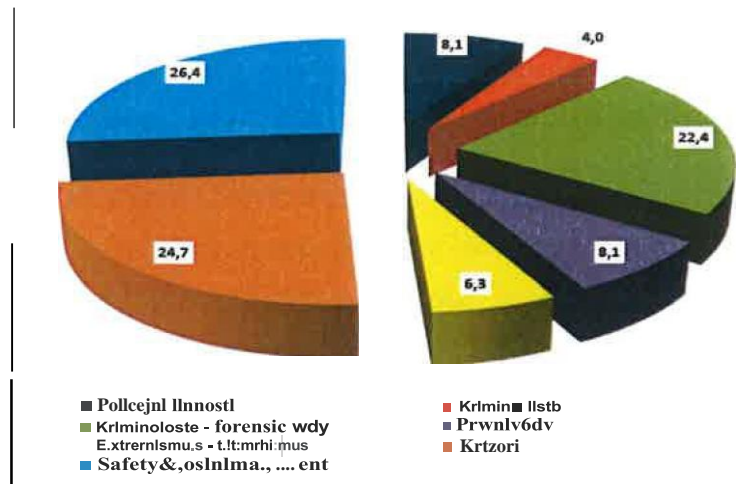
Student professional and scientific activities are carried out in the sections of Security Services, Criminalistics, , Legal Sciences, Social Sciences and Security Management, Public Protection and Crisis Management and the topics of works are based on the needs of the school's tasks and also on the needs of practice. In addition to the faculty rounds, students compete in the international round, where the partner of the PA CR is the Police Academy in Bratislava. Here, the PA ČR has very good results and takes mostly the top places.

Publication activities of the PA CR are mainly focused on the areas of policing, criminology and forensic science, legal science and security management and crisis management. In the long term, the professional focus of the PA CR's publishing activities is as follows:

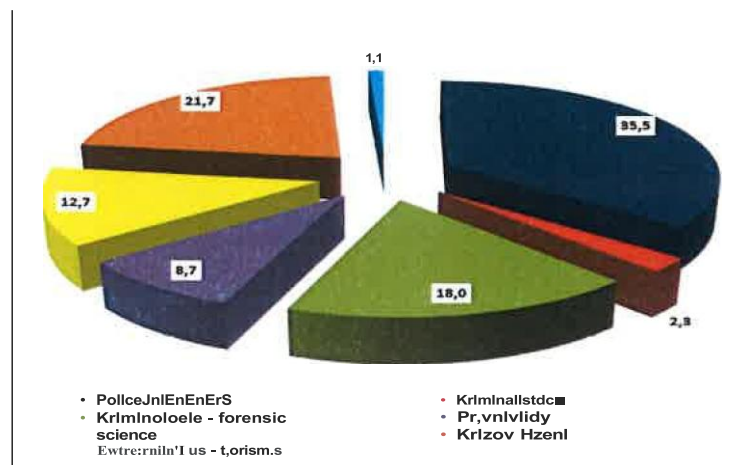
Police Academy of the Czech Republic in



Representation of specialist books in research results (in %)



Representation of scientific articles in research results (in %)



Representation of proceedings, conferences and other activities in research results (%)

The current and past results of the scientific research activities of the PA CR are closely linked to their possible practical use and also to their very concrete use in professional practice. The strategy of research activities oriented towards the solution of practical problems is based primarily on the cooperation of individual researchers with the staff of the departmental sphere of individual government departments. Research solutions to these problems are often commissioned and carried out in direct cooperation with the management levels involved (police presidium, prison service, customs administration, etc.). The results of the research are provided to the staff of these management units in the form of written materials, presentations, workshops, etc. with suggestions for solving the problems. This strategy has proved to be very successful and is applied especially in relation to the Police of the Czech Republic, GIBS, Prison Service, Customs Administration.

#### **4.4. Viability**

As a research organisation, PA CR has long been struggling with a shortage of direct research staff. If we take account the necessity of the PA CR's participation in competitive programmes, moreover with foreign participation, the PA CR is also undersized in terms of support staff to deal with the formal aspects of such projects. Another bottleneck in the area of human resources is scholarships for full-time doctoral programmes.

With regard to the focus of the scientific research activities of the PA CR, the school cooperates mainly with those universities and institutes that focus on security issues. This cooperation is mainly realized by participating in conferences and seminars that already have their specific focus on security research. Here, the PA CR has long been cooperating in particular with the Technical University of Ostrava, the Tomas Bata University in Zlín - Faculty of Logistics and Crisis Management in Uherské Hradiště, the Institute of Population Protection in Lázně Bohdaneč, the Institute of Criminalistics in Prague, the White Circle of Safety, AFCEA, the NSA, the Police of the Czech Republic, the Fire Brigade, the Institute for Criminology and Social Prevention.

Similarly to the domestic environment, the PA CR also seeks partners in the international environment and focuses mainly on those institutions that deal with similar or similar issues as the PA CR. The cooperation itself is again implemented mainly through the participation of PA CR staff in conferences, requested lectures and seminars. The most important partners of the University are the Police Corps Academy in Bratislava; the

University of Žilina - Faculty

Security Engineering, Security Management College in Košice, General Milan Rastislav Štefánik Armed Forces Academy Liptovský Mikuláš, Matej Bela University in Banská Bystrica.

In addition to the participation of PA CR staff in domestic and international conferences, 37 conferences, professional seminars and other events were organised directly at PA CR or in cooperation with PA CR. Among the most important ones we can include the following professional seminars and conferences:

Advances in Criminology 2012 (PA Czech Republic 2012); Criminology and Current Issues (PA Czech Republic 2013); Cybersecurity Strategy of the Czech Republic, Practical Implementation of the Cybersecurity Act and Education (PA Czech Republic, NSA, AFCEA 2014); Advances in Criminology 2015 (PA Czech Republic 2015); **Cybersecurity III (PA Czech Republic, AFCEA, NSA, National Cybersecurity Centre 2015); Cybersecurity IV (PA CR, AFCEA, NSA, National Cybersecurity Center 2016);** Security Threats of Today, (PA CR 2016); Advances in Criminology 2017 (PA CR 2017); Criminology and Its Contribution to State Security (PA CR 2017); Contemporary Security Threats - Opportunities and Benefits of State Cooperation with Private Security Entities (PA CR 2017); Floods 1997 and 2002 (20 and 15 Years After): 10 years since the adoption of the Floods Directive PA CR, MoE DGHS, MoE, SVO 2017).

Since year 2017 PA Czech Republic together with CTU as responsible researcher and coordinator, University of Pardubice and Institute of Forensic Engineering in Žilina participate in the project of the Ministry of Interior Security Research **Development of innovative methods to detect road traffic crimes using electronic accident data (VI20172020108)**. The project started on 1.1.2017, the end of the project on 31.3.2020, the budgeted amount for the PA of the Czech Republic for 2017 was 357 thousand EUR. The amount of the budget for the Czech Republic for the period from 2007 to 2013 was CZK 357,000.

In 2017, the **Special Interrogation Room** project was also implemented at the PAČR within the framework of the **Ministry of the Interior's Departmental Programme in the field of crime prevention** with a budgeted amount of CZK 250 thousand. CZK.

#### **4.5. Strategy and concept**

In the coming period, the PA CR will continue to focus on security research in Czech Republic, which systematically and systematically deals with the improvement of the

security of society as one of the necessary conditions for its sustainable development. From this perspective, and in connection with the fact that it is also important for the PA CR as a university

one of the dominant areas of provision, the PA CR will in the next period orient its workplaces mainly towards longer-term research problems. These will form a basic and direct link to the accredited fields of study and will be complemented by those research problems that will have to be solved for the immediate needs of the security forces.

The strategy for the management of further development of the PA CR will therefore be directed towards the following basic directions of research activities:

- Criminalistics and forensic disciplines, the aim of which will be to identify the basic problems of criminalistic science, their theoretical analysis and transformation into the design of optimization algorithms for the identification of objects and systems.
- Security Management and Crisis Management, the aim of which will be to create and propose variant solutions to partial scenarios of basic situations in the field of population protection and critical infrastructure protection as well as internal security and public order, both using relatively available resources the public administration may have at its disposal and on the basis of sophisticated systems.
- Analysis and prediction of selected current police security issues with special emphasis on current security threats of anthropogenic nature and possibilities of their elimination.
- Analysis and prediction of selected current problems of public administration, in the framework of which research tasks will be focused, for example, on the issue of the formation of the Czech Republic's anti-extremist policy, including the determination of the role of individual entities that should implement it, the analysis of current trends in the field of information crime with a proposal for recommendations for their forensic analysis.

#### **4.6. Recommendations**

- a) To continuously implement a system of evaluation of complex scientific results.
- b) Focus on publishing in reputable journals, i.e. in journals registered at least as *Just* Peer-reviewed
- c) Increase the number of contributions to journals registered in the Scopus and Web of Science databases, despite the complications that objectively exist in this area.
- d) Intensify publication activities with regard to professional monographs and chapters in monographs.

- e) Involve the school's workplace in security research projects, primarily of the Ministry of Interior, but also of GAČR and TAČR, and closely cooperate with the Czech Police and other domestic and foreign entities.
- f) Introduce an online version of the journal Security Theory and Practice (or other publication outputs).
- g) Gradually introduce two issues of the journal Security Theory and Practice in English each year.
- h) To focus on closer cooperation with scientific departments of other schools and organizations involved in security research, especially in relation to joint projects
- i) To expand student scientific and professional activities to other domestic and international partners
- j) Create table positions for non-academic staff to benefit the organisation of scientific research activities.
- k) To create or strengthen a unit that would be dedicated only to administrative matters and other "non-academic activities" related to research.

## 5. THIRD ROLE EVALUATION PA ČR

The PA CR places considerable on fulfilling the third role, which is manifested both in the connection with security practice in the organization of the offer of CŽV courses and in the implementation of activities related to its own social responsibility. Academic employees PA of the Czech Republic actively and long-term participate in the prevention of crime and other socially pathological phenomena in society. They lecture on preventive events aimed at a wide range of people (lecture and discussion events for youth, seniors and the public in general). They are also involved in the popularisation of the scientific disciplines they are in, e.g. within the Science Café project. PA CR is involved in public life in the region (e.g. cooperation with the Prague 12 district). Academic staff of the PA CR also actively cooperate with a number of non-governmental organisations, which focus, for example, on helping victims of crime, victims of gender-based violence, including domestic violence, and participate in joint projects with these non-profit associations.

### 5.1. Evaluation of CŽV on PA Czech Republic

#### Overview data

PA ČR pays great attention lifelong learning, which is implemented in the form of short-term and long-term courses. The courses offered are oriented towards permanent and current problems of practice and, in with the focus of the PA CR, are intended mainly for members of the Police of the Czech Republic and employees of the Ministry of the Interior and the Fire Brigade of the Czech Republic. CŽV courses at the PA CR are also used by members of other security forces. In order obtain feedback from the participants of the CŽV courses at the PA CR, the Lifelong Learning Department of the PA CR provides all course participants with **an evaluation questionnaire to evaluate the course**. The questionnaire is not anonymous, however, some participants do not sign and some fill in only part of the questionnaire. The questionnaire survey shows a very good evaluation of the lecturers and the organisation of CŽV courses at the PA CR. The following are the detailed results and statistical data obtained from the evaluation questionnaires in the academic years 2012/2013, 2013/2014, 2014/2015, 2015/2016 and 2016/2017.

**Number of implemented CŽV courses at PA ČR in the academic years 2012/13 - 2016/17**

2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
54	55	68	77	84

The number of implemented CŽV courses at the PA CR is still on an upward trend. In the 2016/2017 academic year, it reached its capacity maximum.

**Number of participants in CŽV courses at PA ČR in the academic years 2012/13 - 2016/17**

2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
1882	2774	2628	2637	3335

The interest in taking a CŽV course at PA CR is high, which is reflected in the full use of the capacity of the classrooms at PA CR. The interest in the courses and the feedback of the participants demonstrate the consistently solid quality of the CŽV course offer at PA CR.

**On the organisation of CŽV courses**

Lifelong learning at the PA CR is organized in accordance with Section 60 of Act No. 111/1998 Coll., on Higher Education and on Amendments and Supplements to Other Acts and the Regulations of Lifelong Learning at the PA CR. The content of lifelong learning at the Police Academy of the Czech Republic is based on the principles set out in the Concept of Lifelong Learning of Police Officers of the Czech Republic, which includes standard

and updated offer of educational opportunities, oriented to courses 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, which are provided by specialist departments and other workplaces. Every year, the PA CR

addresses the personnel units of the Ministry of the Interior of the Czech Republic, the Ministry of the Interior of the Czech Republic, the General Directorate of the Fire Service of the Czech Republic, and the Secondary Schools of the Ministry of the Interior of the Czech Republic send their requirements and suggestions for lifelong learning 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 further education in the courses offered free of charge to police officers and employees of the Ministry of Interior of the Czech Republic. The PA CR provides meals and accommodation at the PA CR dormitories for participants of the courses according to the capacity possibilities.

The CŽV courses at the PA CR are also used by members of other security forces. In , an agreement was concluded with the Military Police of the Czech Republic in the of education, in 2014 an agreement was concluded with the Customs Administration of the Czech Republic in the of education and in a memorandum was concluded with the Prison Service of the Czech Republic in the of education and interested employees these institutions attend CŽV courses organised by the PA CR.

The inclusion of candidates from other security forces in CŽV courses is in accordance with the target group of the course.

#### **Participation of other security forces in CJ courses at the PA of the Czech Republic**

<b>2012/2013</b>	<b>2013/2014</b>	<b>2014/2015</b>	<b>2015/2016</b>	<b>2016/2017</b>
BIS 107	BIS 215 VP22	BIS 172 GIBS 26 eS ČR 79 VP CR 36	BIS 178 GIBS 89 eS ČR 14 VP CR 86 VS ČR 204	BIS 92 GIBS 57 eS ČR 160 VP CR 117 VS ČR 307
<b>Total 107</b>	<b>Total 237</b>	<b>Total 313</b>	<b>Total 571</b>	<b>Total 733</b>

#### **Analysis of trends in CŽV**

Furthermore, a statistical analysis of the results of the questionnaire evaluation of the Lifelong Courses at the PA CR in the academic years 2012/2013-2016/2017 is presented.

The questionnaire for the evaluation of lifelong learning courses at the PA CR contains a total of 13 closed questions on a scale:

1. excellent; 2. very good; 3. good; 4. sufficient; 5. insufficient.

The last fourteenth variable is the total score of all closed questions. A lower total score reflects a more positive level of overall evaluation, while a higher total score reflects

a lower level of overall course evaluation.

The wording of the questions is as follows:

<ol style="list-style-type: none"> <li>1. The course met my expectations</li> <li>2. I evaluate the topicality of the topics discussed</li> <li>3. I evaluate the practical applicability of the acquired knowledge</li> <li>4. On the course I learned new knowledge</li> <li>5. I evaluate the overall contribution of the course to my work</li> <li>6. I evaluate the organizational provision of the course</li> </ol>	<ol style="list-style-type: none"> <li>8. Explanation of participants' questions by the lecturers was</li> <li>9. I evaluate the professional level of lecturers</li> <li>10. I rate the method of interpretation of the problems as</li> <li>11. Opportunities for participants to actively participate the course were</li> <li>12. What is your overall assessment of this CŽV</li> </ol>
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The numbers of respondents for all assessment periods who answered each question, as well as percentage responses to the thirteen questions in the questionnaire for each period, are included in the available summaries. The PA CR produces a detailed evaluation of the CŽV courses in academic in the form of an internal publication.

**Comparison of the results of the questionnaire evaluation of CŽV courses at the PAČR for the period 2012/2013 to 2016/2017**

The questionnaire survey on the success of CŽV courses at PA CR was launched in the academic year 2012/2013. It has been conducted five academic years. PA CR that an educational institution, if it cares about the results of its educational activities, should ask itself the following question: What is the tendency of the evaluation of the success of lifelong learning courses according to the opinions of participants over the overall period of course implementation? The desirable expectation is undoubtedly that this trend of success rates in course evaluations is not downward. PA CR relies on standard statistical instrumentation to monitor trends in LLL. This approach makes it possible to obtain valid findings.<sup>4</sup> A comparison of the results of the overall course evaluations has been made in this context; the values given in the tables allow intersubjective verification of the results presented

<sup>4</sup>For more details see POPPER, Karl Raimund. The logic of scientific research. Prague: Oikoymenh 1997, pp. 270-300.

**ISBN** 80-86005-45-3.

Number of course participants in the period 2012/2013 - 2016/2017 who responded to the questionnaire	
	Number of
The course met my expectations	8319
I evaluate the topicality of the topics discussed	8296
I evaluate the practical applicability of the acquired knowledge	8285
On the course I learned new knowledge	8303
I rate the overall contribution of the course to my work	8293
I evaluate the organizational provision of the course	<b>8282</b>
The clarity of the lecturers' expressions was	8335
Explanation of participants' questions by the lecturers was	<b>8146</b>
I evaluate the professional level of lecturers	<b>8289</b>
I rate the way the problems are interpreted as	<b>8288</b>
Opportunities for participants to actively participate in the course were	<b>8238</b>
What is your overall assessment of this CŽV course?	<b>8167</b>
How do you evaluate the overall performance of the lecturers?	<b>8106</b>

The concept of "size" is to verify the quality of C-Level courses. The concept of substantive significance (effect size, strength of association) is increasingly being promoted as

"non-statistical" effect size. Conceptually, it comes from applications in controlled experiments, where research has most often shown a discrepancy between statistical significance, as generalizability, and the actual "substantial experimental effect size."<sup>5</sup> Table 1 contains the necessary descriptive statistics, such as mean ratings, number of raters, and standard deviations. The table also provides confidence intervals for the difference in arithmetic means (if the confidence interval contains zero, the difference in means is statistically insignificant).

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<sup>5</sup> For the term "substantive significance", there are the following terms in the English language: effect of size, effect size, practical significance, substantive significance, logical significance, scientific significance, result significance or result meaningfulness.

Table 5.1

Factor scores Groups compared Groups	Selected descriptive statistics							
	n	Mean	SD	Confidence interval for the difference in means		n	Mean	
				Lower	Upper			
2012/2013- 2013/2014	1,744	884	,561	0,08	0,16	1,621	1372	,584
2012/2013-2014/2015	1,744	884	,561	0,08	0,15	1,629	1927	,558
2012/2013- 2015/2016	1,744	<b>884</b>	,561	0,15	0,22	1,563	2065	,523
2012/2013-2016/2017	1,744	<b>884</b>	,561	0,14	0,22	1,563	2065	,559
2013/2014- 2014/2015	1,621	1372	<b>,584</b>	-0,04	0,03	1,629	1927	,558
2013/2014- 2015/2016	1,621	1372	,584	0,03	0,09	1,563	2065	,523
2013/2014- 2016/2017	1,621	1372	,584	0,05	0,11	1,543	2109	,559
2014/2015-2015/2016	1,629	1927	<b>,558</b>	0,04	0,09	1,563	2065	,523
2014/2015- 2016/2017	1,629	1927	<b>,558</b>	0,06	0,11	1,543	2109	,559
2015/2016-2016/2017	1,563	2065	,523	-0,01	0,05	1,543	2109	,559

Table 5.2

Factor scores Groups compared Groups	Measures of materiality					Effect size	
	d	g	Confidence interval of substantive significance	Lower	Upper		
2012/2013-2013/2014	0,21	<b>0,21</b>	0,04	0,14	0,28	0,21	Small effect
2012/2013- 2014/2015	0,21	<b>0,21</b>	0,04	0,14	0,27	0,21	Small effect
2012/2013- 2015/2016	0,34	<b>0,34</b>	0,04	0,27	0,40	0,35	Small effect
2012/2013- 2016/2017	0,32	<b>0,32</b>	0,04	0,26	0,39	0,32	Small effect
2013/2014- 2014/2015	-0,01	<b>-0,01</b>	0,04	-0,07	0,04	-0,01	The backlash effect
2013/2014- 2015/2016	0,11	<b>0,11</b>	0,03	0,08	0,16	0,11	The backlash effect
2013/2014- 2016/2017	0,14	<b>0,14</b>	0,03	0,08	0,19	0,14	The backlash effect
2014/2015-2015/2016	0,12	<b>0,12</b>	0,03	0,07	0,17	0,13	The backlash effect

Police Academy of the Czech Republic in

2014/2015- 2016/2017	0,15	<b>0,15</b>	0,03	0,10	0,21	0,15	The backlash effect
2015/2016- 2016/2017	0,04	<b>0,04</b>	0,03	-0,01	0,09	0,04	The backlash effect

A glance at Table 5.1 shows that only the first four rows contain acceptable values for substantive differences. From the results, it be concluded that the first period of 2012/2013, relative to the following periods, had the weakest results in the overall course evaluation. Comparison of substantively significant differences between the periods 2013/2014 to 2016/2017 did not yield acceptable substantively significant differences. The regression tree in Figure 3 shows the position occupied by the evaluation period. The courses in the first period 2012/2013 have the worst ratings, more favourable ratings can be seen for courses in the periods 2013/2014 and 2014/2015 and the best ratings are occupied by courses in the last period 2015/2016; 2016/2017.

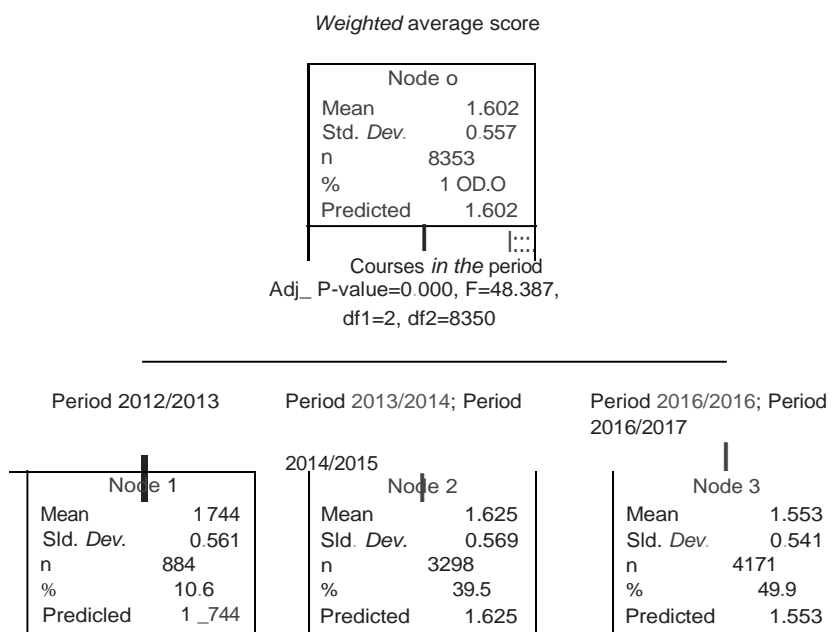


Fig. no.

Comparing the weighted average scores, it can be seen that the 2012/2013 period forms the first separate homogeneous group, the 2013/2014 and 2014/2015 periods form the second homogeneous group and the 2015/2016 and 2016/2017 periods form the third homogeneous group. In this context, the homogeneous group represents the assessment periods that are not statistically significantly different from each other with to the value of the weighted average score. Again, Cohen's "d", an index of absolute substantive significance, will be used to visually compare the periods with each other.<sup>6</sup> From the means of the three homogeneous groups shown in the regression tree it can again be seen that the **course evaluations maintain qualitative**

<sup>6</sup>For more details see COHEN, Jacob. *Statistical Power Analysis for the Behavioral Sciences*. Second Edition. Psychology Press. Taylor & Francis Group, 2009, p. 20-22. ISBN 978-0-8058-0283-2.

**upward trend.** The least favorable rating was achieved in the first period of 2012/2013 and the best rating in the period 2015 to 2017. **This is a positive finding.**

The following graph in Figure 4 the individual periods with each other, showing the substantively significant differences (effect size) and the boundaries of the EC confidence interval:

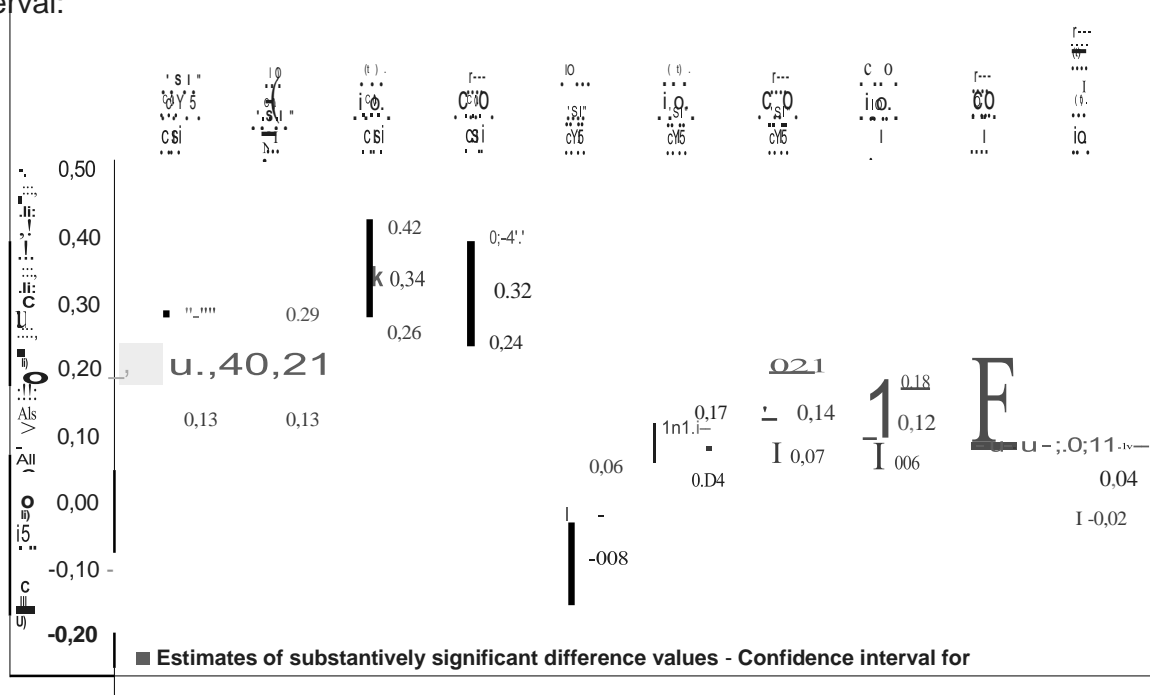


Fig. 4

The chart shows that the largest substantively significant difference in course ratings is between 2012/2013 and 2016/2017 (top left of the chart). The latter two periods, 2015/2016 and 2016/2017, received the best ratings from course participants. Based on this evidence, it can be concluded that the trend in course ratings is not downward. At least since , the CŽV courses at PA CR have maintained a stable solid quality. This is a positive finding.

### Key projects in CŽV

The key educational projects at the PA CR include courses of long duration (from one week to eight weeks of teaching):

- **Qualification Course for Criminalistics Experts**

provides participants with specialized education in criminalistics, criminal and police law. The emphasis in criminalistics is on the area of criminalistic techniques, while other areas

of criminalistics that are of interest to criminalistic experts are also taken into account

significant, the selection of participants is ensured by the Institute of Criminalistics in Prague according to the professional focus of those interested.

- **Economic crime**

is a revitalized qualification course for police officers newly assigned to the detection, documentation and investigation of economic crime at all levels. The course contributes to the acquisition of theoretical knowledge regarding the fundamentals of law related to economic crime, while participants receive practical recommendations from experienced trainers on how to effectively detect, document and investigate this crime.

- **Interrogation of a child witness - victim of a crime of morality**

will deepen the participants' legal and professional knowledge in the field of interrogation of a child participant in criminal proceedings, defence mechanisms of a child victim, CAN syndrome, typology of perpetrators of moral offences and also acquiring practical skills to use a special interrogation room.

- **Course for senior police managers**

contributes to the acquisition of modern managerial methods and techniques and the development of managerial competences. The content of the course includes team building, hard management techniques, risk management and training of managerial social skills (soft skills). The course has been running at the PA CR since the academic year 2013/14, with 13-16 people in top police - management positions completing it annually. A total of 56 persons have completed the course. In the academic year 2017/18, 16 students are attending this course.

- **Identification of signs of radicalisation in the prison environment of the Czech Republic**

At the request of the Prison Service of the Czech Republic, PA CR organizes the above-mentioned three-day training seminar. A total of 241 persons were trained in this seminar.

Other key courses include, in particular, Seizing and siphoning off the proceeds of crime in police practice, Tax crime, Selected problems of bankruptcy law. These courses are concluded with a final examination and participants receive a certificate of completion. 457 persons received certificates in the 2016/2017 academic year.

## **Results supporting quality and recommendations**

There is a great interest in lifelong learning courses on the part of members of the

Police and other security forces, as well as employees of the Ministry of the Interior of the Czech Republic, the capacity of the courses is

often increased according to the possibilities and with the consent of the course sponsor. Nevertheless, many applicants do not get into the course and ask for the next date, which is often not until the next academic year.

As can be seen from the completed evaluation questionnaires, the CŽV courses meet the expectations of the enrolled participants, the best is also evaluated the topicality of the topics discussed and the practical applicability of the acquired knowledge, as well as the overall contribution to their work and the organizational provision of the courses.

The quality level of ongoing CVT courses is very good and has maintained an upward trend over five periods compared. The results of the delivered CVL courses in 2015/2016 and 2016/2017 represent the highest level of quality identified through feedback from participants. Recommendations for the relate to maintaining the quality of CŽV courses at PA CR in the following criteria:

- inclusion of topical issues, e.g. in connection with legislative developments
- practical applicability of course content to police and security practice
- focus on key projects
- quality organisation and organisation of courses.

In with the focus on key CVT projects, the restructuring of the CVT offer is a topical issue, also in with the implementation of Section 60 and the amended Higher Education Act. Recommendations to improve the quality of CŽV courses therefore include expanding the offer to include internationally recognised courses. Based on the interest of the practice as well as the opinions of the College and the Academic Senate of the PACR, preparatory work on this project has been initiated.

## **5.2. Quality assessment - fulfilling social responsibility and other related activities**

Responsibility towards society is one of the pillars of the internal university culture, and the PA CR regularly organizes and provides many activities responding to topics that drive the social debate. It is in this way that the PA CR, as the dominant institution that educates future police officers and members of the security forces, as well as government employees, strives to fulfill the meaning of the motto "To help and protect", which carries a great deal of social responsibility and belonging.

FBP organizes many lectures and conferences throughout the year. The Department

of Criminology of FBP prepared an international professional symposium entitled  
"Criminology and its contribution to

security of the state." The symposium focused on current threats in the contemporary world - radicalism, extremism, economic crime, organised crime. In cooperation with the Chamber of Commercial Security Enterprises of the Czech Republic, an expert conference "Current security threats, possibilities and benefits of cooperation between the state and private security entities" was organised. The conference focused on current issues related to the current security situation in Europe and the Czech Republic. The emphasis was on the possibilities of solving the problems from the perspective of the performance of the activities of the state security forces in cooperation with private security services. The aim was to connect the professional public with practitioners and theoreticians from the security sector. Detecting and documenting crimes committed through information technology requires constant maintenance and development of knowledge in this area, One of the ways was the course Uij third in the order) training to combat cybercrime.

Together with the Ministry of the Environment, the Ministry of the Interior - General Directorate of the Fire Rescue Service of the Czech Republic and the Association of Water Management, the University organised an international scientific conference "Floods 1997 and 2002 (20 and 15 years after)". The programme focused on the past and experience with floods, the Czech Republic's preparedness for large-scale floods in the current conditions, floods through the lens of local public issues, the implementation of the Floods Directive in the Czech Republic, flood protection, humanitarian, economic and international dimensions of river basins. The international dimension of the event was presented by representatives of the Police Academy of the Slovak Republic, the University of Žilina and the International Commission for the Protection of the Elbe. The key output of the conference is the proceedings.

For several years now, PAČR in Prague has also been cooperating with the Prague 12 district, where expert lecturers advise seniors on the topic of housing safety, preventive behaviour in public transport, at ATMs, security of property or inheritance law and transfer of property.

The PA CR in cooperation with the Thomayer Hospital in Prague is implementing the fifth year of the blood donation project under the motto "one blood, one team".

Various discussions are also organised at primary schools, e.g. on the prevention of risky behaviour - addictive substances and their dangers, risky behaviour near water, etc. In cooperation with the Ministry of , PAČR educators were involved in the preparation and implementation of a seminar on "Terrorism as a global security threat", organised by the

Human Services Department of the HR Agency of the Czech Armed Forces.

knowledge on the issue of extremism, terrorism in connection with the migration wave in contemporary Europe.

PA ČR was the only university to participate in the event called My Erasmus, organized by the Ministry of Education in with the House of International , on the occasion of the 30th anniversary of the Erasmus programme. The event was aimed at primary and secondary school pupils and teachers, university students and the general public. The PACR also organises a traditional day twice a , with tours of the Academy's campus, specialised classrooms and library available for interested and the general public. Traditionally, there is interest in the firing ranges, especially the laser range, as well as in the bomb robot or diving equipment. Also attractive for those interested is a helicopter.

PA ČR has had its own publishing house since 1992. During its existence, more than 150 000 publications have been published. It publishes scripts, periodicals, monographic publications, proceedings of events organized at the PAČR and professional publications. The publishing activity also includes regular publications for the study department (Information on studies for a given academic year), for the department of lifelong learning (Catalogue of lifelong learning programme), annual reports of the PA CR. The library also publishes periodical publications such as reviews of the publication activities of PA CR staff, Library Quarterly. An important periodical produced by the publishing house for the Science and Research Department is the Proceedings of Security Theory and Practice.

**The criteria of inspiration and social responsibility** also include the popularisation of the institution and the issues it addresses in public. In the period under review, academic staff of the PA CR repeatedly appeared in the media in the role of experts who popularise the issues in the public space. Namely, we mention invitations to the Hyde Park Civilization programme (two PA CR staff members) or invitations to the Science Café project (also two PA CR staff members).

Academic staff are also involved in events organized by in cooperation with the departmental units of the Ministry of the Interior of the Czech Republic, the Police of the Czech Republic, the Fire Rescue Service of the Czech Republic and others. Furthermore, the University organizes examinations of municipal police officers, training of security forces and lectures on current topics that are requested in connection with current events (e.g. amendments to the Act on Victims of Crime, new approaches to gender-based violence and domestic violence, etc. Academics are also approached as lecturers for university events

of the Third Age. The premises of the PA CR are also used for professional seminars and workshops of other security forces.

There sports facilities on the university campus, which are used not only for the needs of the university, but also for professional tests of police officers, divers, firefighters, etc. The sports grounds are also used for international venues for both security forces and civil use such as the 3rd International Senior Games of the Czech Republic with the support of the Ministry of Labour and Social Affairs, etc.

The University cooperates with regional governments and security authorities in Prague 12. Academic staff are engaged in lecture activities at the request of primary and secondary schools or other civic associations and associations in the locality. The thematic focus of this activity is on crime prevention, drug issues, cyber shikan, etc. The Prague 12 municipal district uses the swimming pool for swimming education of pre-school children on basis of a cooperation agreement.

The University also offers accommodation and catering services to staff, students and possibly other interested parties. There is also a library on the university campus, which is a university-wide information centre. The library is divided into subdivisions: the study library, the special library and the research library. The current library collection consists of about 150 thousand titles.

As part of the modernization of the university campus, investments were made in the insulation and replacement of windows in buildings A1, G, H and J. A new server room was built to meet the new required criteria of modern demanding technologies. In response to the requirements of the accreditation body, new structured networks, including WiFi wireless networks, were completed to provide the required connectivity for end users in the teaching block of Building B, the auditorium of Building Ca and the dormitories of Building G and H.

**The quality of academic life at PA CR** is perceived by the university management as a prerequisite for the development of all processes and agendas. The management of the PA CR organises regular meetings with the academic community, which are usually associated with a cultural programme. The PA CR regularly organizes a Christmas concert for members of the academic community and guests with a performance by soloists of the Castle Guard Music and the Police of the Czech Republic. Another annual event is the Rector's Sports Day, where students and academic staff meet and measure their strength in a sports competition.

The year 2017 saw the celebration of the 25th anniversary of the founding of the PA CR. The PA CR organised several events to mark the occasion. The main event was a festive assembly in June 2017, which brought together , guests from leadership of the Ministry of the Interior of the Czech Republic, national departments of the PA

CR and regional directors of the P CR, rectors of public , foreign partners and deputies and senators of the Parliament of the Czech Republic, as well as ambassadors of Israel and Slovakia. The festive assembly was followed by a concert of the Music of the Castle Guard and the Czech Republic.

Prominent personalities of science and public life also speak at the PA ČR. The PA CR organised a visit of Prof. Jan Keller, PhD, CSc., currently a Member of the European Parliament, for members of its academic community. Alena Gajdůšková, Mgr. František Bublan, Senator of the Senate of the Parliament of the Czech Republic, PaedDr. Hynek Kmoníček, now Ambassador of the Czech Republic to the USA.

The PA CR also hosted foreign experts on security issues: prof. Doron Avital, Ely Karmon, prof. Dan Schueftan, former advisor to Israeli Prime Ministers, lectured at the PA CR repeatedly. Discussions for the academic community were conducted by the former Ambassador of the State of Israel to the Czech Republic, H.E. Mr. Gary Koren. The lecture by the current Ambassador of the State of Israel to the Czech Republic, Mr. Daniel Meron, was combined with the opening of the exhibition "Jewish Refugees from Arab Countries".

**The facilities at the PA CR** contribute to the quality of academic life. **The following facilities** are available the PA CR campus:

- dormitories - for the accommodation needs of full-time students, newly covered by Wi-Fi network
- dining room - breakfast, lunch and dinner are available at a discounted price
- polyclinic - there is a fully equipped health centre on the premises
- balneo-operation - possibility of rehabilitation and relaxation (massages, baths, etc.)
- possibilities for sports activities (namely an indoor swimming pool, sauna, large gym, two weightlifting gyms, newly equipped gym, outdoor running area, grass football field, netball court and renovation of tennis courts is planned for the future)
- aula - for organizing festive, social and cultural events, the possibility of projection on a large screen, newly covered with Wi-Fi network and including a teaching block.

## 6. CONCLUSION

In all its activities, the PA bases its quality assurance and evaluation on values and principles based respect for the of law and the Czech Republic's anchorage in the EU and NATO. In context, it is desirable that the field of security education and training of security specialists, managers and crisis management experts is primarily monopolised in the hands of the state so that the state maintains control over this key condition for sustainable development. In this way, the state can adequately translate its dominant needs and visions in the field of security education into the management and development of security and military sciences at the two state universities in real time, i.e. based on the changing threats and risks in relation to 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. Within the framework of this goal, it wants to cooperate even more with key partners at home and abroad and to enter into domestic or international projects as a solid carrier of expert know-how its focus and study profile. For this reason, the PA of the Czech Republic 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 can be used by EU Member States their national training programmes.

