



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Czech Republic

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Czech Republic

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Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

The demographic projection is part of the Strategic Plan of the Ministry - it was in the period 2006-10 and it is in the period 2011-15 as well. The Czech Republic faces already a second demographic turn for higher education institutions in the 2012-2016 period when the number of representatives of the relevant age group will experience a steep decline. This will at first affect enrolment figures, then the number of students and, later, graduates. This low number of some 90,000 to 95,000 individuals in an average age group will be preserved for some ten years (i.e. another demographic plateau). Around 2025 the population cohorts at the age of higher education will again begin to grow, but this development will be short-lived. This reality is projected into the priorities of the Strategic Plan. The current number of first-time enrolments in tertiary education is higher, in absolute figures, than the overall size of the relevant age group in 2016. In the 2012-2016 period the number of representatives of the relevant age group will experience a steep decline. Over several years the size of population groups at higher education age will drop to slightly over 90,000 individuals, which is a fall of nearly a third as compared to the current situation. This phenomenon is currently moving from basic to secondary education, its impact on the future number of secondary school leavers being apparent.

1.1 The number of students Objective: Bringing the number of students into line with the demographic development and the labour market needs The Ministry shall:

- seek to ensure that the proportion of first-time enrolments in tertiary education as a whole will remain roughly up to two thirds of the relevant age cohort by 2015;
- seek to ensure that the proportion of graduates of Bachelor study programmes in the Czech tertiary system who continue studying follow-up Master programmes will not exceed 50%. However, this proportion at individual HE institutions and in various fields of education may vary significantly, depending on the institutional profiles and on the nature of the study programmes delivered;
- change the parameters of financing public higher education institutions so that the weight of the input parameters (student numbers) should gradually diminish in favour of output and qualitative parameters. There will also be a gradual strengthening of the components of contract funding based on an intersection of the strategies of the Ministry and the strategies of individual HE institutions. This system will make it possible to achieve a higher degree of differentiation in the use of resources and to target the resources to enhance quality and to support more diverse arrangements in terms of the functions, roles and activities of HE institutions. Instruments: A change in the rules for the financing of public higher education institutions.

1.2 The number and structure of higher education institutions Objective: Achieving an optimal number and structure of higher education institutions, supporting institutional diversification of HE institutions or their parts with regard to various forms of excellence (research, teaching, international cooperation, regional functions) The Ministry shall:

- not support the establishment of new higher education institutions;
- seek to toughen the terms under which it is possible to establish a new higher education institution;
- support integration of the existing higher education institutions and their branches for the purpose of assuring the quality, relevance and effectiveness of their operations;
- pursue a systemic solution to the problem of branches of foreign higher education institutions;
- set out the rules for diversification as part of the Tertiary Education Reform project;
- pursue consolidation of the system of tertiary education including integration of a number of tertiary professional schools into the system according to clear qualitative criteria set in advance, as intended by the Tertiary Education Reform project;
- support, in cooperation with the Accreditation Commission, the setting of parameters for multi-criteria evaluation of the quality of higher education institutions with a link to funding;
- seek to identify more specific criteria for evaluation of whether the preconditions have been met that allow for proper implementation of scholarly, scientific, research, development, innovation, artistic and other creative activities of higher education institutions in compliance with the Higher Education Act;
- introduce a system of regular checks of the implementation of individual objectives set out by higher education institutions in their strategic plans that will be linked to the discussion on the updates of strategic plans of HE institutions.

Recommendations for higher education institutions:

- to define clearly their mission and general objectives, and to take these into account when developing long-term strategic development plans. The plans should draw on a thorough analysis of their strengths and weaknesses and support a clear profile of each higher education institution in terms of its mission and objectives, and promote the achievement of excellence in implementing the relevant activities;
- to introduce a system of strategic management (or to reinforce it if there is one in place) that is based on comprehensive planning of activities carried out by a higher education institution and on evaluation of the results achieved against the objectives set.

Instruments: The Education for Competitiveness Operational Programme (ECOP): support area 4.2 - national individual projects; Tertiary Education Reform, Quality Evaluation, Q-RAM, International Audit of RDI; The Research and Development for Innovations Operational Programme (RDIOP): support areas 1.1 and 2.1; A change in the rules for the financing of public higher education institutions.

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented

Higher education institutions are either public or private

All higher education institutions are public

university and non-university

4. What is the number of institutions in the categories identified?

There are 26 public, 46 private and 2 state HEIs 29 HEIs are university –type (24 public, 2 state and 3 private), 45 is non-university type (2 public and 43 private). 18 non-university type HEIs provide next to Bachelor’s degree also Master’s degree programmes.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 95.4

240 ECTS = 4.2

Other number of ECTS = 0.4

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 90

240 ECTS = 7

Other number of ECTS = 3

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

The non-structured studies are in particular in the field of general medicine, dentistry, veterinary medicine, pharmacy, teacher training for primary school and law. Usually these are the regulated professions treated by the European Union directives. Discussion is still ongoing in some areas, such as psychology or architecture and both models can be found side by side.

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

The typical length is 5 standard years, in medicine 6 years i.e. 300 ECTS, resp. 360 ECTS; the length allowed by the law is 4-6 years, i.e.240-360 ECTS. All these programmes lead to a Master’s (2nd cycle) degree.

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

14

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 1.8

120 ECTS = 94.8

Other = 3.4

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 3.7

120 ECTS = 90

Other = 6.3

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

2,5 standard years (150 ECTS) – 0,4%, 3 standard years (180ECTS) – 3%

5.11. What percentage of all second cycle students is enrolled in these programmes?

6.3

5.12. In which study fields to these programmes exist?

In various fields, we do not have full evidence. The Czech legislation enables consequent Master's degree programmes of the standard duration 1 to 3 years (60 - 180 ECTS credits). In the CR they are considered Bologna structure programmes.

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

To be sure the numbers are understood correctly: Bachelor's degree (180-240 ECTS credits): 248 187 students Master's degree (60-180 ECTS credits): 86 284 students These two are considered Bologna degrees. Long Master's degree (240-360 ECTS credits): 40 762 students. This one is considered non-Bologna degree.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

According to the Higher Education Act and in line with the Bologna declaration every Bachelor's degree graduate qualifies for applying for further studies in a Master's degree programme. The graduate can also enter the labour market.

6.1.1. Please provide a source for this information.

ACT NO. 111/1998 (AMENDED AND CONSOLIDATED) ON HIGHER EDUCATION INSTITUTIONS AND ON AMENDMENTS AND SUPPLEMENTS TO SOME OTHER ACTS (The Higher Education Act)

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>75-<100 %

The number of students who continued after Bachelor's degree in Master's studies grew fast. On one side it is positive as it signals the permeability between cycles, on the other hand side this trend has gone too far. This is why some changes in the

system of funding have been introduced to slow down the increase of graduates of a Bachelor's degree programme continuing in a Master's degree programme.

6.2.1. Please provide the source for this information.

Register of Students, Institute for Information on Education

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- All students (Scale 1) Yes No Some No answer
- All students (Scale 2) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 1) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 2) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

The admission procedure is in competence of the respective HEIs Higher Education Act, section 48: Admission to a Master's degree programme following a Bachelor's degree programme is conditional upon the completion of a Bachelor's degree programme. Section 49: (1) Higher education institutions and faculties are free to specify additional conditions for admission to studies that relate to specific knowledge, abilities, talent or results achieved at secondary schools, tertiary professional schools or higher education institutions. Admission to a Master's degree programme following a Bachelor's degree programme may also be conditional upon the similarity of both programmes or the number of credits acquired in certain types of courses during studies...

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

According to the Higher Education Act and in line with the Bologna declaration every Master's degree graduate qualifies for applying for further studies in a doctoral degree programme.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

12,3%

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

Admission requirements to a long Master's program (240-360 ECTS credits), which leads directly to the academic title of Master are the same as for admission to a Bachelor's degree program - completed secondary education.

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for all graduates of these programmes

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Doctoral degree programmes are aimed at scientific research and independent creative activities in the area of research or development, or independent theoretical and creative activities in the area of the fine arts. The standard length of studies is no less than three and no more than four years. Studies within the framework of Doctoral degree programmes are subject to individual curricula under the guidance of a supervisor. Doctoral studies are completed with a doctoral state examination and the defence of a doctoral thesis. All doctoral degree programmes have to be accredited.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

No

8.2.1. What are the main features of these schools and how many doctoral schools are there?

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3-4 years of standard length of study

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

No

Some institutions use ECTS credits in doctoral degree programmes but they are not used in general.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.**9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES****9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.**10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES****10.1. Does national higher education legislation mention joint degrees?**

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

THE HIGHER EDUCATION ACT Section 47a (1) Studies in Bachelor's, Master's and doctoral degree programmes may also be carried out in cooperation with foreign higher education institutions that offer degree programmes with related contents. (2) The conditions for cooperation are specified in an agreement between the higher education institutions involved, pursuant to subsection 47a (1) and pursuant to the provisions of the Act. (1) Graduates of studies in degree programmes offered in cooperation with foreign higher education institutions are awarded academic titles pursuant to subsections 45 (4), 46 (4) and 47 (5) and in addition, according to the circumstances, academic titles of the foreign higher education institutions pursuant to current legislation in the relevant country. The diploma includes the name of the foreign higher education institution with which the cooperation was carried out and may include the information that the foreign academic title is a joint title also awarded simultaneously at the foreign higher education institution.

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No
answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No
answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

The steering documents do not mention the concept of student-centred learning (SCL) explicitly; neither there is clear strategy of implementation of SCL. However, there are many features and tools of SCL implemented at the institutions' level – such as students' participation within the evaluation process, freedom of choice in some parts of the curricula, freedom of choice of teachers and thesis topic. There is no official definition. Numerous parts of the student-centred learning concept are being included into the Czech higher education system during the discussions held over the National Qualification Framework, using learning outcomes and quality assurance on the institutional level.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

No

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

Strategic plan of the Ministry for years 2011 – 2015; National Qualification Framework,, Volume I, National Descriptors 2010

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

Strategic plans for the educational, scientific, research, developmental, artistic and other creative activities for higher education for years adopted by the Ministry for the period 2011 – 2015 Nantl .J., ?ernikovský. P., Národní kvalifika?ní rámec terciárního vzd?lávání, díl 1. Národní deskriptory [National Qualification Framework,, Volume I, National Descriptors]. 2010 [pdf]
Available at: http://ipn.msmt.cz/data/uploads/projekt_7/publikace_2010%2011%202_FINAL.pdf [Accessed 14 April 2011]

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes explicitly express knowledge, skills and other abilities which the student must demonstrate to receive the relevant qualification. It is possible to formulate learning outcomes at various stages. Apart from the qualification level (study programme), the level of the educational system as a whole must be taken into account where a generic formulation is mostly used for the learning outcomes. In addition, the level of the module, subject or other learning unit must also be considered. It applies that the smaller the unit is, the more detailed and more accurate is the formulation of the learning outcomes. Furthermore, the learning outcomes determination in standards used for evaluation (e.g. evaluation criteria for examinations) is more detailed than just for simple information on the content of study programme or subjects (Nantl – ěrnikovký, p. 12)

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In some (5--50 %) programmes

It is only estimation. The sophisticated system of learning outcomes linked to credits is not used much in the Czech higher education institutions. It can reasonably be expected for those institutions, which have received the ECTS Label (at present accredited programmes at these three institutions represent almost 20 % of all accredited study programmes), partly also for institutions which are preparing the application for the ECTS Label.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

The Ministry of Education, Youth and Sports has already prepared several colloquia on the Learning Outcomes (LOs) topic and uses various measures in supporting institutions during the process of receiving ECTS Label. Through the Q-RAM, the LOs are experimentally implemented in selected institutions, the Ministry further prepares methodological guide for the implementation of the qualification framework at the institutional level. This will also include guidelines for work with learning outcomes during the creation, implementation and evaluation of study programmes.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

No

There is such an intention - in collateral activities of Q-RAM and Quality Assurance Projects carried out at national level under the Structural Funds. The outcomes are so far only on theoretical basis, a discussion is expected during 2011 and 2012

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes for all academic staff Yes for some academic staff No No answer

Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

The HEIs organise courses of higher education pedagogy. These topics are part of them. Participation in these courses is usually voluntary. The percentage is very hard to estimate. At maximum 5 %.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

At the systemic level, this activity is partly provided by the Accreditation Commission (AC). Within the Standards of the AC, which characterise the general minimum requirements of the Accreditation Commission for considering applications for accreditation, extension of accreditation and re-accreditation of study programs and their fields of studies, it is required that the "graduate profile" and "objectives/goals of studies" are described using the categories of "knowledge", "skills" and "competences". The internal systems of quality assurance vary to a great extent thus it is hard to estimate how the use of the learning outcomes within the curricula is monitored. At all HEIs the internal quality assurance systems include student assessment.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

Some institutions do link ECTS credits with learning outcomes, since the conception of ECTS directly linked to learning outcomes was clearly defined in ECTS User's Guide 2009, most institutions do link ECTS credits (or other credit systems compatible with ECTS) only with "standardized" workload. However, every study program has a so called "graduate profile" and goals of study, which in some aspects entails the concept of learning outcomes as basic information about the program.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Other

5.4.1. Please specify.

Combination of student workload and contact hours - there is no precise number of contact hours - this differs according to disciplines and HEIs.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

No

5.4.3. What is the number of hours per credit?

0

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

All institutions using ECTS based on student workload follow the recommendation of the ECTS Users' Guide - 25-30 ECTS credits per an hour.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Some students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- Upon request answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- In certain fields of study answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No
- No students answer >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

The DS is bilingual, issued in Czech-English version; upon request also in other languages

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

The DS has been issued upon a request since 1998 and since 1 January 2006 then automatically to all students. The Czech-English version of DS is issued upon a recommendation of a working group engaged in 2003 and 2004 in introducing the DS into the practice of higher education institutions in connection with the Communiqué of the Conference of Bologna Ministers responsible for Higher Education in Berlin (2003). The working group included the members of the Czech Rectors Conference, Council of Higher Education Institutions, Ministry of Education, Youth and Sports and ENIC/NARIC. Diploma Supplement (DS) is issued by all higher education institutions which fall under the higher education system of the Czech Republic, to all students in all study programmes and fields of study. Together with the higher education diploma, the DS is a certificate on completion of study and awarding the academic degree (see §55, paragraph 2 of The Higher Education Act, No. 111/1998, as amended). Even though the use of DS by the higher education institutions is not officially monitored, the higher education institutions use DS during the admission of students to Master's study which follows up from the Bachelor's study and to doctoral study.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

6. The NQF has been adopted in legislation or in other high level policy fora

7.2.1 Please provide the date when the step was completed.

27.10.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

2008 Update to the Strategic Plan of the Ministry for the period 2006-2010. Available at :<http://www.msmt.cz/vzdelavani/aktualizace-dlouhodobeho-zameru-vzdelavaci-a-vedecke-vyzkumne-vyvojove-umelecke-a-dalsi-tvurci-cinnosti-pro-oblast-vysokych-skol-pro-rok-2008-vyhlaseni-rozvojevych-programu-pro-rok-2008>

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The Agency is called the Accreditation Commission and has two tasks. 1) the opinion of the Accreditation Commission is *conditio sine qua non* for granting the accreditation by the Ministry 2) formative advice on strengthening and enhancing quality. More decisions and time is devoted to 1), however, the 2) is important as well. At present the evaluation of doctoral degree programmes in all institutions takes place.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

1.4.1. Please specify the normal impact of an external review.

If the programme is not accredited, the HEI cannot accept students to study for an academic degree in such a programme and cannot get any funding for the programme.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Yes

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

The reports of the Accreditation Commission and minutes from its meetings are public. The opinions of the AC dealing with accreditations are part of the minutes from the respective meeting of the AC. Apart from that the AC publishes the evaluation reports dealing with institutional assessment. See the web page (reports are available in Czech language) - <http://www.akreditacnikomise.cz/> . All results are thus made public - negative as well as positive.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

The reports of the Accreditation Commission and minutes from its meetings are public. The opinions of the AC dealing with accreditations are part of the minutes from the respective meeting of the AC. Apart from that the AC publishes the evaluation reports dealing with institutional assessment. See the web page (reports are available in Czech language) - <http://www.akreditacnikomise.cz/> . All results are thus made public - negative as well as positive. The negative opinions include reasoning.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Teaching | The expertise and professionalism of teachers; Adequacy of forms of instruction (lectures, seminars, interactive training sessions, etc.) and the mode of study (on-site, distance or a combination of these (combined studies)) |
| <input checked="" type="checkbox"/> Student support services | Satisfaction of students, students' study facilities (libraries, study rooms, IT equipment), operation of Student Service department and other consulting facilities, the user-friendliness of the information system of the HEI, etc. |
| <input type="checkbox"/> Lifelong Learning provision | |
| <input checked="" type="checkbox"/> Research | The link between creative (research) activities and education activities, involvement of teachers and students in research projects, for regional HEIs - participation in research and innovation in the region |
| <input type="checkbox"/> Employability | |
| <input checked="" type="checkbox"/> Internal Quality Assurance/Management system | The internal assessment, student assessment, evaluation of academic staff, the method of publishing the results, to what extent the leadership of the HEI is able to provide self-reflection |
| <input checked="" type="checkbox"/> Other (please specify) | Quality of bachelor's, master's and doctoral theses, including assessments; the conduct of defense of theses; information systems and instrumental equipment of the HEI, the administration of study - the recognition of courses undertaken in previous studies at the same university or outside; |

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

In the evaluation the AC takes into account (as described above) the expertise and professionalism of teachers; adequacy of forms of instruction (lectures, seminars, interactive training sessions, etc.) and the mode of study (on-site, distance or a combination of these (combined studies); satisfaction of students, students' study facilities (libraries, study rooms, IT equipment), operation of Student Service department and other consulting facilities, the user-friendliness of the information system of the HEI, etc. Furthermore the link between creative (research) activities and education activities, involvement of teachers and students in research projects, for regional HEIs - participation in research and innovation in the region are taken into account. The internal assessment, student assessment, evaluation of academic staff, the method of publishing the results, to what extent the leadership of the HEI is able to provide self-reflection

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

For the question What is the main outcome of an external review? above the questionnaire allows only one possibility to be ticked. In the Czech system there two options 1) A decision that is a pre-requisite for the institution or programme to operate 2) Formative advice on strengthening and enhancing quality

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

For the purpose of accreditation the HEIs are not allowed to choose any foreign agency. For the purpose of formative evaluation the Czech HEIs have this possibility and many of them underwent and have been undergoing evaluation by external agencies as well - e.g. professional agency (The Veterinary University) or EUA evaluation.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes, it was successful. For more information and the full report see http://www.akreditacnikomise.cz/attachments/236_EN_Repotr_External_review_of_ACCR.pdf

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures

Other, please specify

students are members of the ad hoc working groups dealing with formative assessment of HEI or certain field oriented evaluations (e-g. for the time being the doctoral studies)

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

In spite of the fact that there is no formal requirement for participation of foreign members in the Accreditation Commission, there are three foreign members among 21 members. There is no formal requirement that students are included in the Accreditation Commission or its formal working groups for evaluations for the purpose of accreditations. Since 2007 students have become members of the ad hoc working groups dealing with formative assessment of HEI or certain field oriented evaluations (e.g. for the time being the doctoral studies). Student delegates (sent by national students' representation) participate as full members of ad hoc working groups in all evaluations, their evaluation reports are part of the report of the working group. The evaluations normally focus on comparing the reality at the institutions with information and goals stated in the program documents provided for accreditation. The institutions provide their own evaluation report and the study visit on-site is conducted. The student evaluators focus on quality of student support services, mobility issues (recognition of ECTS credits) and teaching in terms of transparency and fairness. During the on-site visit the student members of the groups consult the situation with students of the institution and use a brief questionnaire which is afterwards analyzed and its main results are usually part of the external review team report.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Higher Education Act requires that all HEIs establish internal quality assurance system. The Higher education act, section 21, paragraph (1), letter f) states: "A public higher education institution is obliged to carry out regular self-evaluations and to make the results of these evaluations public". The Act does not stipulate any further details and/or requirements. "A description of the nature, conditions and frequency of the evaluation of the higher education institution's activities" is part of the Internal Regulations of Public Higher Education Institution, in the Statute.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

No

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Please choose..

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Please choose..

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

All

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

25-<50%

5.5.1. Please describe what kind of arrangements are in place.

All degree programmes in the Czech Republic have to be accredited. Some institutions use internal accreditation procedures at institutional level. Some delegate this to faculties. At all public HEIs periodic monitoring, which mainly takes the form of students assessing the quality of educational activities (typically an anonymous questionnaire survey with varying rates of return), is implemented. Most private higher education institutions implement a system of internal monitoring and periodic review (26 HEIs out of 30 that replied – 15 institutions did not reply). The system mainly consists of questionnaire surveys among students (qualitative and quantitative), evaluation of academic staff and their research work and publication standards. The resulting measures typically include curriculum modification and innovation of individual subjects.

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

The HEIs do not publish the negative results of evaluations.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

The Higher Education Act requires a HEI to carry out regular self-evaluations and to make the results of these evaluations public. There is a number of HEIs which developed well designed internal quality assurance systems, mainly ISO and EFQM. In some HEIs the internal quality assurance system is implemented at the ordinary levels of governance, and it is complemented by student evaluations (surveys). These evaluations take various forms and are of varying quality. This means that not all HEIs are at the stage of implementation of a comprehensive internal evaluation (including, for example, management processes, links between the institution and the region, activities in the area of internationalisation, the employability of graduates in the labour market).

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

continuous education and professional courses; retraining (re-qualification) courses; courses for staff and students; training in an internationally recognised training course aimed at increasing professional knowledge and skills; Universities of the 3rd Age

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

HEIs offer retraining (re-qualification) courses (for those interested in the change of profession, interested in increasing their skills and the unemployed); courses for staff and students (e.g., higher education pedagogy, preparatory courses for applicants to study at the HEI or compensatory courses taken by students who came from a different HEI or different field of study helping them to settle the level of their knowledge and competences required in the first year of the respective degree programme; training in an internationally recognised training course aimed at increasing professional knowledge and skills of students or graduates from a foreign higher education institution; courses for public administration and business courses; etc. For senior citizens there are U3A. Lifelong learning programmes may also provide part or the whole degree program for those who are not students but want to get the knowledge. If graduates of lifelong learning programmes become students within the framework of accredited degree programmes the HEI may recognise credits acquired in the lifelong learning programme for up to 60 per cent of the amount of credits required for the completion of studies.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

ACT NO. 111/1998 Coll. (AMENDED AND CONSOLIDATED) ON HIGHER EDUCATION INSTITUTIONS AND ON AMENDMENTS AND SUPPLEMENTS TO SOME OTHER ACTS (The Higher Education Act); Section 60 "(1) Higher education institutions may provide – either free of charge, or subject to payment – lifelong learning programmes within the framework of their educational activities. Lifelong learning may be either profession-oriented or interest-oriented....." (3) Participants in lifelong learning are not considered students under the provisions of the Higher Education Act.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment usually profession-oriented courses
- Unemployed adults
- Retired citizens The University of the 3rd Age (U3A)
- Part-time students
- Adults without higher education qualifications
- Other, please specify There could be unemployed adults or adults without HE qualifications-there is no evidence in this direction

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget part of the teaching budget lump sum
- special budget for lifelong learning Universities of the 3rd Age
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

HEIs may use public funds to finance lifelong learning, but there is not sufficient evidence to what extent lifelong learning courses are paid by the participants themselves and to what extent they are funded from some other sources (public budget, private funds)

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

No

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

Strategic documents, from which the main one is a Strategic Plan 2011-2015, define the access to studies generally in relation to all represented groups of students. Part 2.4 of the document defines the accessibility of higher education as part of the priority "Openness". Within this field, the ministry sets goals based on target groups defined through their socio-cultural status. These include, for example, students with specific education needs, physical and related disadvantages and with sensory impairments. Ethnicity, cultural background or gender are not considered separately but implicitly included within the socio-culturally disadvantaged group.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Strategies and measures for supporting the individual groups of students are generally defined in the Strategic Plan 2011-2015 and include: 1. prepare a bill on student financial support; 2. seek new financial support mechanisms to eliminate economic barriers faced by potential applicants for higher education studies who come from socially disadvantaged backgrounds, and mechanisms motivating HEIs to attract and support such students; 3. pursue a change in the legislative status of a higher education student; 4. support the studies of students with sensory impairments, with physical and related disadvantages, and students with specific educational needs; provide for systemic changes in the funding of the relevant activities. At the same time, higher education institutions are advised to apply the following measures in relation to the individual groups of students: 1. to support socially disadvantaged students in the form of scholarships; 2. to create conditions for the education of students with physical disadvantages and students with specific educational needs; 3. to innovate study programmes with a view to ensuring easier access to study materials and aids; 4. to develop preparatory courses for applicants for studies; 5. to cooperate with basic and secondary schools in developing the motivation of pupils and students in their preparation for studies at tertiary level. The HEIs can also use of the Programmes of Development for support of other individual groups of students. (The priorities of the Programmes of Development correspond to the priorities set in the Strategic Plan.)

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

The belonging to a particular group is primarily based on self-declaration. The individual declares a status when applying for higher education as part of his application process. Furthermore, registration to the first year of study also involves gathering information about any special needs or requests that the student has declared. These are recorded in a System of Integrated Student Registers, which is operated by the Ministry of Education, Youth and Sports.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

The Ministry of Education, Youth and Sports offers scholarships for students from low income families For studies abroad the handicapped students can get extra support. The scholarships are distributed via HEIs which receive funds from the state budget or can use their Scholarship Funds. According to the Higher Education Act all study fees collected from the prolongation of studies and studies in a second, third and further degree programme should be used in Scholarship Fund – the HEIs are free to decide for which groups of students. The ministry also redistributes funding through the Programmes of Development into the areas, which are prioritized annually and which correspond to the Strategic Plan 2011-2015.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Yes

4.5.1. Please explain these targets briefly and name the groups to which they apply.

One of the national objectives set in the Strategic Plan 2011-2015 outlines alleviating barriers to access to education and barriers that may occur in the course of studies, which implicitly includes raising the numbers of participating students from the underrepresented groups.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes for some groups

4.7.1. Please specify.

The effects of the support of the underrepresented groups are monitored through the annual reports of the higher education institutions, which are incorporated into the annual report of the Ministry of Education, Youth and Sports.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

These are monitored in annual reports of the higher education institutions and partially also in the student register.

4.8.1. What data is collected?

The collected data include the participation of higher education institutions in development programmes, which indicates the commitment to the objectives set in the Strategic Plan. Information about social, accommodation and maintenance grants is also collected. Indicators such as number of applications, successful entry exams, number of graduates or participation of students with foreign nationalities are monitored according to gender. Data about the participation of students with specific education needs and physical disabilities are also collected.

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Please choose..

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Strategies and measures for supporting the individual groups of students are generally defined in the Strategic Plan 2011-2015 and include: 1. to prepare a bill on student financial support; 2. to seek new financial support mechanisms to eliminate economic barriers faced by potential applicants for higher education studies who come from socially disadvantaged backgrounds, and mechanisms motivating HEIs to attract and support such students; 3. to pursue a change in the legislative status of a higher education student (26 years); 4. to support the studies of students with sensory impairments, with physical and related disadvantages, and students with specific educational needs; provide for systemic changes in the funding of the relevant activities. At the same time, higher education institutions are advised to apply the following measures in relation to the individual groups of students: 1. to support socially disadvantaged students in the form of scholarships; 2. to create conditions for the education of students with physical disadvantages and students with specific educational needs; 3. to innovate study programmes with a view to ensuring easier access to study materials and aids; 4. to develop preparatory courses for applicants for studies; 5. to cooperate with basic and secondary schools in developing the motivation of pupils and students in their preparation for studies at tertiary level. The HEIs can also make use of the Programmes of Development for support of other individual groups of students. (The priorities of the Programmes of Development correspond to the priorities set in the Strategic Plan.)

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

There is a policy to remove barriers for physically handicapped students; There is a system of social scholarships for students from highly disadvantaged socio-economic background - for more details see the part 2.2

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

No explicit criteria are stated

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

These data are made public via the Annual Reports on Higher Education Activities.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

The number of graduates is used as an incentive- one of the components in the formula funding.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

As mentioned above, the data are used for funding. Majority of HEIs monitors these data as well.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

The number of graduates in each cycle is used as an incentive- one of the components in the formula funding.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on **academic guidance services**, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services

- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

According to Higher Education Act, a public higher education institution is obliged to provide applicants, students and other persons with information and advisory services relating to studies as well as to professional opportunities for graduates of degree programmes, and to make all possible provisions for ensuring equal opportunities for study at the higher education institution. Thus all public HEIs and almost 50 % of private HEIs provide guidance and counselling services. These services include study, career and psychological counselling in all cases, at some institutions also social, legal and religious services. Specific services (not only counselling and guidance) are provided to students with special needs.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The main funding is provided by the Ministry of Education, Youth and Sports – via its development programmes. Other sources are HEIs' budgets as these services are enacted in Higher Education Act, projects supported from European Social Fund, sponsorship etc.

8.4. What are the main tasks of the services?

The main tasks are specified in Higher Education Act: provide information and advisory services relating to studies as well as to professional opportunities for graduates and degree seeking persons and to assure provisions for equal accessibility of study. These services include: counselling and guidance, legal, social and psychological services, special courses of personal development, special training courses for students with special needs, special tutorage courses. The services are provided by special advisory units as well as by individual departments, dean's offices, study offices etc.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Supporting combined study and alternative forms of studies (e-learning, blended learning). The Higher Education Act also enables a student to prolong his/her studies for one year beyond the standard length without paying any study-related fee. (after this period the HEIs are obliged to charge fee - for more details see part 2.2)

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

There is a focus on students with physical disabilities and socially disadvantaged students. Efforts are also made to support education of mature students (30+).

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = school leaving certificate

Route 2: = without formal certification

Route 3: = n/a

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

???

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

XXX

16.1.3. What are the reasons for offering a different student status?

xxx

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

The Higher Education Act does not specify a formal status of a full-time student or a part-time student. The students can, however, lower the pace of the study and this can be considered as a form of part-time studying. For each type of study programme, there is a standard length of study (3-4 years for Bachelor's, 1-2 for Master's, 3-4 for Doctoral, 4-6 years for traditional long Master's, where applicable). The student might exceed the standard study period without any adjustments by one year. The maximum study period is set by each higher education institution individually and may also differ according to the study programme and area. During this period the student has a standard status of a student. The Higher Education Act

recognizes three types of study: full-time (present), distant and combined (a combination of a present and a distant study form). The students studying through the combined and distant modes of study tend to exceed the standard study period more often, since, generally, these students are employed, mothers etc. These forms of study are therefore often referred to as part-time. There is no tuition fee on the public higher education institutions. However, if a student exceeds the standard study period by more than a year, the institution requests a tuition fee. The lower limit of this fee is set in the legislation but there is no upper limit and therefore it is up to the consideration of the institution itself. The courses within the life-long learning are also sometimes referred to as part-time study. These can be either free or with a fee and many (up to 60%) can be recognised within the accredited study programmes leading to academic titles. Such interpretation of a part-time study may be problematic, but is also used in some international statistics (such as Education at Glance). This interpretation is problematic mainly because the students do not have a formal status of a student and the monitoring in this area is insufficient.

16.1.5. Please describe the most common understanding/concept of part-time studies.

In the Higher Education Act there are three modes of study: on-site, distance or a combination of these (combined studies). This classification does not correspond to the dichotomy of full-time/part-time. In all these modes the students can exceed the standard lengths of studies: 1) According to the Higher Education Act one year without paying tuition fees 2) Moreover, each HEI stipulates in its Internal Regulation the "maximum" time for which the student can prolong his/her studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

In the case of interpreting the part-time study as studies in the distant or combined modes, it is possible to describe some aspects of the formal political support of these forms of study. The Strategic Plan 2011-2015 contains objectives to explicitly support the distant and combined modes of study. Based on such objectives, the annual development programmes are launched and ensure funding into the supported modes of study. The Strategic Plan 2011-2015 also includes support for the life-long learning and therefore even when the problematic interpretation of the part-time study is adopted, there is a formal support.

16.3. Which one of the following statements best describes the current situation in your country?

Other

16.3.1. Please specify

There is no explicit policy towards part-time study, but there is a strong support (mainly financial support from ESF) of combined studies. All HEIs have their degree programmes accredited in combined and/or distant mode of studies.

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

There is no definition of prior learning in our legislation, only implicitly - see Section 49, (1). "HEIs and faculties are free to specify additional conditions for admission to studies that relate to specific knowledge, abilities, talent or results achieved at secondary schools, tertiary professional schools or higher education institutions of entry requirements for studying at a university."

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: The Higher Education Act does not specify any procedures for recognition of non-formal and informal learning. However, the HEIs can recognise prior learning if the respective conditions and procedures are specified in their Internal Regulations.

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

Assessment of prior learning, usually carried out by an appropriate form of examination

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

The Accreditation Commission reviews if a HEI carrying out the recognition of prior learning has all conditions, requirements and procedures embedded in its Internal Regulations.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Each HEI regulates this issue in its Internal Regulations. Generally, CZK, EUR and USD are the most common currencies allowed for payments.

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

In the Czech Republic no students pay fees after completion of studies. However technically it was not possible to proceed further without ticking an answer in the question above "In principle, which home students at public higher education institutions have to pay fees after studies?". The correct answer is NO STUDENTS. All students pay admission fees. No other fees are paid by a "typical" higher education student. For the specific groups that have to pay tuition fees see below.

4.2. Which of the following criteria determine whether a student has to pay fees?

Need decided by the HEI itself

Merit decided by the HEI itself

Part-time/Full-time/Distance learning

Field of study

X

1) when the duration of studies exceeds the standard length of the degree programme more than one year ; 2) students who study in second or further degree programme at the level they have already graduated from; 3) study in a foreign language - only exceptional for domestic students;

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle?

Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = administrative cost for application for studies: not stipulated; students who study in second or further degree programme: not stipulated; students who exceed the standard length of the degree programme more than one year: 180 EURO for a semester

Maximum amount = 1) admission fee: 24 EURO; 2) students who study in second or further degree programme: 120 EURO for a year ; 3) students who exceed the standard length of the degree programme more than one year: not stipulated by the law

Most common amount = 1) admission fee: 24 EURO; 2) students who study in second or further degree programme : 120 EURO for a year; 3) students who exceed the standard length of the degree programme more than one year: depends on the HEI and the field of study

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The Higher Education Act, Section 58 stipulates only minimum or maximum amounts (as described above), without any further specification. The actually paid amount is determined by the HEI. If you need more detailed information please see the text of the Higher Education Act, Section 58 below: 1) "(1)Public higher education institutions may set fees related to entrance procedures. The maximum amount of these fees is 20% of the "base" (the "base" is announced by the Ministry by the end of January in the calendar is 5% of the average amount allotted to one student from total non-capital expenditures provided by the Ministry." This fee is not very high. In 2010/11 the base is roughly 118 EURO. HEIs charge 20-24 EURO, the on-line application is usually charged less; 2) Students who study in second or further degree programme: "(4)Should a graduate of a Bachelor's or a Master's degree programme be enrolled in another Bachelor's or Master's degree programme, the public higher education institution charges a study fee not exceeding the "base" for each further year of studies begun"; 3)The standard duration of studies has been exceeded: "(3)Should a student's enrolment in a degree programme exceed the standard length of studies in a Bachelor's or Master's degree programme by more than one year, the public higher education institution sets a fee corresponding to at least one-and-a-half times the base for each further six months of study begun. The length of studies also includes the length of all preceding studies in Bachelor's or Master's degree programmes that have not been duly completed." 4) Foreign language degree programmes: "(5):Should a public higher education institution offer degree programmes carried out in a foreign language, it sets study fees for Bachelor's, Master's or Doctoral degree programmes for all students irrespectively their nationality." Higher Education Act, Section 58(6) further stipulates: "Public higher education institutions must announce the study-related fees for the next academic year before the deadline for submission of admission applications. The size of these fees and how and by when they must be paid are stipulated in the Statutes of the public higher education institution."

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

See above

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = the same as the first cycle

Maximum amount = the same as the first cycle

Most common amount = the same as the first cycle

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

the same as the first cycle

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

the same as the first cycle

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

the same as the first cycle

8. Concerning fees, are international students treated differently in your country from home students?

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

With respect to funding, the criterion is neither the country of origin of the international student nor his/her nationality, but the language of instructions in the respective degree programme. If the student studies in the Czech language then he/she is treated equally to a domestic student studying in Czech. The steering documents do not involve a definition of "international students". In case of statistical information about students coming from abroad to study a university in the Czech Republic, the criterion is the nationality of the student. In this respect a student is considered to be a foreign student if he/she is not Czech.

9. Who defines the fee amounts for any student in the first cycle?

Each higher education institution defines its own fees

Higher education institutions can define their fees, but there are limits set by the central/regional authority

- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants for students and tax benefits for parents

The system of student support is a combination of grants for students and tax benefits for parents. The system of loans is not specifically designed for educational purposes. It is possible to take a loan from a private bank but the conditions are very difficult and it is quite rare that students can finance their studies in this way. GRANT SYSTEM Regarding the grant system, the grants are delivered on the level of state and also on the level of HEIs. On the level of state 1) grants for accommodation (for students who live in other region than the seat of the HEI) and 2) grants for the students coming from families with low income. On the level of HEIs, other grants can be delivered in compliance with the Internal Regulations of individual HEIs (e.g. the grant for excellent results, etc.) The system of student support is stated in the Higher education Act, Section 91 "Scholarships and Bursaries" TAX BENEFITS: 1) The parents receive the tax benefit if their child is in the age up to 26 and study at a HEI. The amount of the tax benefit is approx. 470 EUR per year. 2) Students up to 26 years (PhD students up to 28) can receive tax benefits of 160 EURO per a year.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

The system of student grants is stated in the Higher Education Act, Section 91 "Scholarships and Bursaries" as follows: "(1) Students of higher education institutions are eligible for scholarships and bursaries. (2) Scholarships and bursaries funded from the subsidy or block grant may be awarded in the following cases: a) for outstanding study results; b) for outstanding scholarly, research, development and innovative, artistic or other creative results contributing to the enhancement of knowledge; c) for

Field of study

X the same as for the 1st cycle

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

40

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

as the first cycle-see above

13.5. What percentage of all students receives a grant and/or scholarship?

40

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

Age of student: Parents of a child up to 26 years studying at a HEI and has the student status. The tax benefit for the year 2011 is 11 604 CZK (aprox. 470 EURO) per one child. If the income of parents is as low that the tax paid does not allow to use the maximum benefit of the tax relief, the remaining amount of the tax relief is given as a bonus. Disability: the parents whose child is handicapped can apply the tax relief of 951 EUR.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

All parents of a student up to 26 years receive tax relief of 475 EUR. Disability: the parents whose child is handicapped can apply for the tax relief of 951 EUR.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

up to 26 in the 1st and 2nd cycle, up to 28 in the 3rd cycle

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

The conditions for first and second cycle students are the same. The state pays health insurance for students. There are other non-cash subsidies: for transportation, for food in the university canteens, for cultural events, etc. For the accommodation see the cash-paid support. There is no non-cash support.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

accommodation support see the section for cash support

25.2. Is there a difference in eligibility between first and second cycle students?

No

25.3. Please explain the difference.

no difference

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

no multiple option was chosen

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

There are the following study related fees - as described for the 1st and 2nd cycle students: 1) All doctoral candidates have to pay admission fees, the same as the candidates for the 1st and 2nd cycle; 2) Students who prolong their studies for more than one year: this is not applicable for the third cycle (doctoral) candidates; 3) Students who do not study their first study programme: this is not applicable for the third cycle (doctoral) candidates; 4) Students who do not study in Czech language: the conditions for students in the third cycle (doctoral candidates) are the same as in the first and second cycle; Grants and other support The grant for accommodation: similar to first and second cycle Tax related benefits for students up to the age of 28 (1st and 2nd cycle only up to 28) Scholarships: depend on Internal Regulations of individual HEIs. It differs according to the HEI, year of study (usually in the 1st year the scholarship is the lowest) and discipline. Only students enrolled in the degree programme in the on-site mode of study receive doctoral scholarships. (According to the Higher Education Act there are three modes of study: on-site, distance or a combination of these (combined studies). The HEIs receive public funding for these scholarships; some HEIs add more funding from their own budget.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

The status of a doctoral candidate is a student. There is no other contract between the candidate preparing for the PhD and the HEI, apart from the obligation of the student to follow the agreed Individual Study Plan. Students who study in a different than the on-site mode of studies do not pay any fees but they do not receive doctoral scholarships.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Věra Šťastná, Department of Higher Education, Ministry of Education, Youth and Sports

Karolina Gondková, Department of Higher Education, Ministry of Education, Youth and Sports

B.1.b Stakeholder representatives

-

B.1.c Other contributors

-

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Mobility as an integral part of the whole process of internationalization is a key priority of Long-Term Plan of Higher Education for the period 2006-2010 as well as for the coming period 2011-2015. <http://www.msmt.cz/vzdelavani/dlouhodoby-zamer-vzdelavaci-a-vedecke-vyzkumne-vyvojove-a>

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: in 2005 for period 2005-2010

Most recent revision: in 2010 new plan for the period 2011-2015 was adopted

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	-	-	-
Outbound	-	-	-
No target	-	-	-

C.2.a Please provide a reference for the target.

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
- Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
- No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
- No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
- No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Monitoring is undertaken by the Ministry through annual reports of HEIs, the recent data shows that 2,8 % of students were mobile in 2009 (92 % within the programme Erasmus).

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Every HEI reflects the mobility in its own long-term plan, some of them have a specific strategy for mobility/internationalisation (e.g. Masaryk University).

There are regional, professional etc. programmes for the support of mobility (e.g. in the South Moravian region, <http://www.jcmm.cz/en/>). But the number of supported mobilities within this programmes is rather limited.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	not applicable	no
Grants/scholarships are restricted to specific programmes (if so, please specify)	not applicable	no
Other restrictions apply (please specify)	only health and social insurance for students under 26 is available	no
No restrictions apply	not applicable	yes

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	x	x
grants/scholarships for incoming students	yes	yes
Loans for outgoing students	x	x
Grants/scholarships for outgoing students	yes	yes
Other: (please specify)	x	x

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

These measures were implemented by the HEIs themselves, the Ministry provides guidance on these measures, mainly under the project Bologna Experts. The equivalent status of international students (the same for EU as for non EU citizens) is embodied in the Higher Education Act.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

The research in the Czech Republic "Foreign Mobility of Universities Employees" was carried out 2008-2009, final report available at www.ujak.cz/zmovys.php.

There are several surveys done by the European Commission, Erasmus Student Network, ESu etc., no particular survey concerning students mobility on national level was done.

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	yes	1.
Recognition	yes	2
Language	yes	
Curriculum/Study organisation	x	2
Legal issues	x	
Motivating and informing students	yes	3
Other, please specify:	visa problems, different cultures,	

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Medicine, nursing etc.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

All of marked obstacles are relevant.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Especially the lack of funding.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

There have been financial mechanism implemented to support mobility (national co-funding the programme Erasmus, developmental programmes), there are language courses of the Czech language, summer schools of Czech language and culture, promotional activities on Czech HEIs (EAIE, NAFSA etc.), web site www.studyin.cz providing information for foreign students.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The monitoring is undertaken for financial measures - the numbers of outgoing and incoming students.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

The survey "Foreign Mobility of Universities Employees" was carried out during 2008-2009, the report in the Czech language is available at <http://www.ujak.cz/zmovys.php>.

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		3
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:	lack of funding	work obligations, lack/level of funding, family/social obligations

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

The measures should be taken by particular HEIs - as employers. The Ministry support staff mobility through funding (co-financing of Erasmus, developmental programmes).

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

The monitoring is undertaken through the annual reports of HEIS, hence there are not enough information/statistical data available.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	x	-	x
more outgoing than incoming students	-	x	-
approximately the same number of incoming and outgoing students	-	-	-
No information available	-	-	-

E.1.a What is the statistical source for this information? Please supply statistical data.

Eurostat, Institute for Information on Education (www.uiv.cz), annual report on higher education in the Czech republic (<http://www.msmt.cz/vzdelavani/vyrocnizpravy-1>, available in Czech only) statistics based on information from central register of students.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

The difference between outgoing and incoming credit mobility is considered as balanced, incoming credit mobility is annually increasing.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Although there is some disparity in mobility with some regions we do not necessarily consider them as imbalanced in the case students have the opportunity to go there, but they are not interested, more serious imbalance would occur if there is interest but no opportunity.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

In the national long-term plan the outgoing mobility as well as incoming mobility are stressed as important tool of internationalization of HEIs. However the more important issue is a quality than quantity, thus maintaining the quality is more important than 100 % balanced numbers of students and regions.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: The EU member states should set their national target for mobility by the end 2010. Thus we are in the process of setting the target and a specific strategy for mobility. At the present time we are not able to provide more specific data. The possibility of update of this questionnaire in the beginning 2011 is highly recommended.