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Intellectual Output 4: *Qualitative and quantitative analyses of interactions of the created network*

PRIGO UNIVERSITY

SELF EVALUATION REPORT

Study programme: Economic Policy and Public Administration

Institution: PRIGO University

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Note: The report expresses an opinion of the authors. The EC doesn't have responsibility for any utilization of included information.

Programme Summary:

Item	Data
Title of the degree	Bachelor, Bc.
Number of ECTS required to complete the programme	180
Specialisations	
Locations	Havířov, Czech Republic
Number of teaching staff (core faculty) responsible for the programme	Total: 33, core: 29
Language of the programme	Czech, English

History:

The PRIGO University was founded in 1999 as the Institute of lifelong learning Havirov. In 2008, the Institute was extended to the University of Social and Administrative Affairs and finally, in 2017 the university became a part of the PRIGO group, a wide group of schools operating on all levels of education. In 2019, the institution was renamed into the PRIGO University.

The university strategy is based on the application of a unique, trademark-protected PriorityGO approach, a combination of individualization of teaching, modern didactic methods and respect for the challenges of contemporary society. Education is seen as a lifelong philosophy and a continuous approach to life, not as a means to achieve other goals.

There are two study programmes at the university – Economic Policy and Public Administration and Social Policy and Social work. In 2020 the university received accreditation for all study programmes in Czech and English language in Bachelor degree programme and Economic Policy and Public Administration in Master's degree programme as well.

The PRIGO University is a member of CAMBAS – Czech Association of MBA Schools. In addition to accredited undergraduate and graduate programmes, it offers not only an MBA but also other professional managerial studies programmes leading to BBA, DBA, MPA or LL.M. The institution is a member of the Czech Economic Society, the European Research Institute of Social Work, the Association of Educators in Social Work, the Chamber of Commerce, the Association of CSR and other organizations, including the Council of Universities. There are also connections to the corporate sector, mostly on the basis of the memoranda of cooperation or research contracts.

In 2019 the PRIGO University was included among research organizations by the Ministry of Education, Youth and Sports. The academic staff of the PRIGO University works on research topics in the sphere of economics, economic policy, public economy and administration, social policy, social work and related topics in the field of healthcare or law.

In 2019 the university received ECHE and has joint the ERASMUS+ Programme. The university has concluded memoranda of cooperation with several foreign universities. Still the institution intends to expand its international cooperation.

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1. Missions, objectives and competencies

a) Missions and objectives

The PRIGO University aspires to educate students within accredited study programmes as well as foster and develop scientific and other creative activities in cooperation with domestic and foreign universities, research institutions, the state administration and business and cultural sectors.

The aim of the study programme is to train economic policy and administration specialists capable of critical thinking as well as independent decision-making, displaying transferrable competences and a sense of moral responsibility, prepared for life-long learning. The content focus of the programme creates pre-conditions for graduates to pursue a successful career in various authorities, especially central government authorities, EU bodies and institutions, tax authorities, labour offices, social security offices, in desk officer and managerial positions in local governments, businesses as well as public sector organizations. In addition, our graduates are prepared to work in the central bank, in commercial banks and other monetary institutions, especially in analytical positions. They may also apply their knowledge and skills as experts in the private sector both in the Czech Republic and abroad.

It means that the aim of the study programme is to develop competences for qualified work of independent specialist in the area of national economy both in the CR and abroad, with a special emphasis placed on the public sector. In the course of their studies, students may specialize in different areas of economic policy, such as fiscal or monetary policy, social and social security policy, or they may focus on the study of management methods in public administration or public procurements and project management. The study programme provides students with a theoretical knowledge

of microeconomics, macroeconomics, economic policy, public administration and public sector economy. Our students acquire practical skills needed to work as specialists as well as language competences. Although the study programme includes practical training, it is designed as an academic programme representing the basis for Master's degree programmes focused on economic policy and administration.

b) Competencies expected from students

The graduate profile is based on the Higher Education Qualification Framework of the Czech Republic. It includes specialist output knowledge, skills and general competences which the graduate acquires as a result of being exposed to the learning content of individual subjects (especially core theoretical subjects and basic profile subjects being part of state final exams) in combination with modern didactic methods applied at the PRIGO University. The applied didactic methods together with the educational principles of PriorityGO approach (see below) shape mainly the graduate's general competences, but also, to a certain degree, their specialized skills and knowledge.

1. Specialized knowledge (what graduates demonstrate)

Graduates form the academic Bachelor's degree programme Economic Policy and Administration:

- know the objectives, economic policy makers, tools of economic policy and its main areas, especially fiscal and monetary policy or social policy and employment policy,
- understand the nature of and reasons for public sector existence,
- understand the differences between the public and private sector,
- comprehend the nature of the public sector funding and management
- know the fundamental theoretical concepts of economic policy and their limitations,

- know the institutional environment where economic policy is implemented,
 - understand the method of economic policy implementation and public sector functioning in the CR
 - comprehend the specificities of the institutional environment related to economic policy in the CR with regard to the CR's membership in international organizations including the EU.
2. Specialized skills (what graduates can do)
- Graduates from the academic Bachelor's degree programme Economic Policy and Administration can
- analyse the economic situation of a country, enterprise as well as individual,
 - find, process and interpret relevant data from available sources,
 - apply the basic methods of qualitative as well as quantitative research,
 - draw relevant conclusions and recommendations for practice from results achieved by methods applied.
3. General competences (what are graduates' abilities)
- Graduates from the academic Bachelor's degree programme Economic Policy and Administration are able to:
- work on specialized tasks independently or as part of a team, lead a working team, assign and control tasks,
 - make rational decisions based on all available information on the economic and political development, knowing that such information may not be complete or final,
 - interpret and comment on the economic and political development, also in one foreign language at least,
 - take account of environmental and ethical aspects of their decision-making,
 - engage in continuous life-long learning and professional development, including participation the Master's degree programme.

In order to achieve the study programme objectives in line with the PRIGO University values, which include openness and pro-inclusivity, equal access to education, respect for educational needs of each individual, relevance and effectiveness, the knowledge and competences of students are enhanced in accordance with the PriorityGO approach protected by a trade mark. This approach has been adopted by all schools belonging to the PRIGO group (embracing schools of all educational system levels) and is based on modern teaching methods, offering students opportunities for personal development.

2. Entry into the programme

a) *Prerequisites and admission*

Admission criteria

- completed secondary education, passing secondary school leaving examination or International Baccalaureate,
- regular application for study by means of online application form,
- passing entrance examination.

Entrance examination

A condition for being admitted to studies in any of study programmes at the PRIGO University is to successfully pass the entrance examination which is composed of the following graded parts:

- Results from previous study (0-40 points)
- Written test (0-20 points)

- Motivational interview (0-20 points)
- Qualified competence (0-20 points)

The applicant will meet the conditions for admission if he / she obtains a total of at least 40 points out of a maximum of 100. The applicant will receive details and schedule of the admission procedure from the International Office.

b) Coping with diverse backgrounds

Some subjects of the study programme Economic Policy and Public Administration can be also attended by students from the study programme Social Policy and Social Work, such as Social policy A, Philosophy and Ethics, Foreign Language I and II and Information Technology. Furthermore, compulsory subjects which may be selected as compulsory-elective subjects by the students of the study programme Social Policy and Social Work (Employment Policy, Administrative Procedure, Public Administration A). Compulsory subjects of the study programme Social Policy and Social Work may be selected as compulsory-elective subjects by the students of the study programme Economic Policy and Administration (Living Conditions of Households, Population Change and Migration). The common compulsory-elective subjects are Project Management A, Managerial Skills, Basics of Academic Writing and Internship Abroad. Anyway, students cannot switch between the study programmes.

3. Curriculum structure

a) Background information

- The PRIGO university uses semester
- Winter semester starts in the last week of September and ends before Christmas (around 20 December). In January and first week of February there is an examination period
- Summer semester starts in the second week of February and ends in the first week of May. Then there is an examination period which ends in the third week of June.
- Students of the final year end the summer semester in the first week of April. They have their examination period until the second week of May and in the third week of June they have the final exam.
- Number of work hours per year - 1680
- Time limitation – 3 + 1 years
- Contact hours – 236 hours per compulsory courses; all students have to add several required optional courses to obtain 180 ECTS. Compulsory courses cover 150 ECTS.

b) Structure of the programme

	Core courses (number of ECTS)	Specialisation courses (ECTS)	Elective courses (ECTS)
Year 1	Microeconomics (6) Public Sector Economy (5) Macroeconomics (6) Economic Policy (6) Czech Economy (5)	Law (4) Philosophy and Ethics (4) Information Technology (6) Foreign Language I (4) Political Science (4) Quantitative Methods A (6)	
Year 2	Social Policy A (6) Employment Policy (4)	Public Law (4) Econometrics A (6)	Information System in Public Administration (3)

	Foreign Language II (4) Public Administration A (5) World Economy and International Organizations (6)	Quantitative Methods B (6) Foreign Language II (4) Tax system of the Czech Republic (4) Economy of Business Enterprise A (5)	Social Security System (3) Living Conditions of Households (3) Population Change and Migration (3)
Year 3	Fiscal Policy A (5) Monetary Policy A (5) European Integration (5)	Administrative Procedure (5) Practical Training (6) Bachelor seminar I (4) Bachelor seminar II (4)	Economy of Business Enterprise B (3) Project Management A (3) Public Procurements (3) Managerial Skills (3) Internship abroad (6)

4. Curriculum content

a) Core Curriculum courses

Microeconomics - 6 ECTS – provides students with the basic theoretical knowledge of economics related to the behaviour of consumers, companies, market and state. After completing the course, students will understand basic microeconomic issues, such as consumer behaviour theory and company behaviour theory in different market structures. They will understand issues related to markets, production factors and they will learn about the basic types of market failures, being able critically evaluate some of possible consequences of methods used to tackle them. This will give students a proper understanding of behaviour patterns of individual economic entities in further subjects they will study.

Public Sector Economy – 5 ECTS - this subject further extends the knowledge which students acquired from the parallel course in Microeconomics. Public Sector Economy, together with the subjects Microeconomics A and Macroeconomics A, represents a basis mainly for the subjects Economic Policy, Public Administration A, Economy of CR and Tax System in CR. Students gain theoretical knowledge of the public choice theory which is complemented by the knowledge of issues related to the state and state power as well as public administration function and activities. Students also learn about how public sector is organized and financed.

Macroeconomics – 6 ECTS – is a fundamental theoretical subject representing a basis for study in economic policy and its subdisciplines. The aim of this course is to familiarize students with the basic theoretical aspects of macroeconomics. Students will understand the concept of economic output and price level and learn about the measuring method of individual categories. They will acquire a basic knowledge of macroeconomic models and be able to use them to solve specific macroeconomic problems. They will understand the basic theories of exchange rates, economic cycle and economic growth.

Economic Policy – 6 ECTS – the aim of the course is, in relation to the subjects Microeconomics A, Public Sector Economy and Macroeconomics A, to familiarize students with the basics of economic policy. The first part of the course outlines the basic theoretical concepts of economic policy, economic and political concepts and their theoretical base. The remaining part of the course is dedicated to individual types of economic policy, including practical economic policy and the situation in Czechia and in the EU. The topics of this subject are further developed in subjects focused on specific areas of economic policy, such as Fiscal Policy A, Monetary Policy A, Social Policy A and Employment Policy.

Czech Economy – 5 ECTS - familiarizes students with the condition and development of economy in the CR, highlighting mutual links between individual areas of the national economy. The course

builds on the basic theoretical knowledge gained in the Macroeconomics A and Economic Policy courses, and also in the Public Sector Economy course. Students will understand the basic macroeconomic concepts (GDP, unemployment, inflation) and will be able to apply this knowledge when drawing regional comparisons as well as basic comparisons between the CR and EU countries. Students will deepen their knowledge of fundamental principles of public budgets functioning, learn about the state of public finances and understand the connections between the state budget deficit and other areas of the Czech economy.

Social Policy A – 6 ECTS familiarizes students not only with the basics regarding goals, functions, principles, tools and effects of social policy, but also with the current state of social policy in the Czech Republic and abroad, especially in EU countries. The fundamental role of the subject is to deepen students' understanding of procedures that form social policy and the role various entities have in the process of its creation. Students should also understand the versatile effects of social policy and master the principles of social policy analysis. During the course, students will acquire the skills needed to identify socially and economically acceptable solutions to social problems and learn to understand the links that are between these problems, the process of forming social policy and its effects.

Employment Policy - 4 ECTS - after completing the course, students will be able to critically evaluate unemployment causes and active employment policy tools at a regional as well as macroeconomic level, i.e. in relation to the economic cycle and overall social and economic development. Further topics are devoted to selected problems of employment policy – i.e. employment of specific groups, position of women on the labour market, labour migration, inequalities on the labour market etc. The topics are focused on the situation in the Czech Republic in comparison with the European Union.

Public Administration A – 5 ECTS – the aim of the course is, in connection with the subjects Public Sector Economy and Economic Policy, to provide students with a profound knowledge of public administration and public sector management. Students will learn about the concept of public power and public administration, its bodies and structure. Attention is also paid to issues related to management in public administration and New Public Management. The course is followed by the subject Administrative Procedure, which further develops students' knowledge of administrative procedure rules, and the compulsory-elective subject Public Procurements.

World Economy and International Organizations – 6 ECTS - outlines the world economy as an economic system and familiarizes students with its historical development and present structure. The aim of the course is also to outline the basic principles of international integration and describe the main international organizations of today's world such as the UN, WTO, WB, IMF or NATO. After introducing theoretical approaches to international organizations and briefly outlining their historical development, the course focuses on a more detailed description of individual international organizations and their influence on economic policy.

Fiscal Policy A – 5 ECTS - familiarizes students with the basic aspects of fiscal policy, emphasizing the Czech Republic's fiscal policy. First, definitions of basic concepts are provided and fiscal policy functions are explained. The following part of the course is devoted to the structure and state of public finances and state budget in the Czech Republic and to the public finances the world. The end of the course focuses on the problems of financial and debt crises.

Monetary Policy A – 5 ECTS - familiarizes students with the basic aspects of monetary policy. The subject focuses on the subject of money – money supply, demand for money and money market equilibrium. Students are further introduced to the role of the central bank in the banking system and in the monetary policy. The end of the course is devoted to the problems of exchange rate and foreign currency interventions and also to the problems of monetary and financial crises.

European Integration – 5 ECTS - familiarizes students with the basic aspects of integration in Europe, putting an emphasis on the European Union. After a brief historical overview, students are introduced to individual aspects of EU integration. Furthermore, the course focuses on individual EU policies and its end is devoted to the current issues of European integration.

b) Basics of public administration

Advanced concepts and theories of public administration are included in courses Public Sector Economy and Public Administration A, Public Law, Administrative Procedure.

Main topics of Public Sector Economy:

1. Significance of public sector existence. Market failures. Government failures.
2. Basic concepts. Public goods and private goods, public interest.
3. Public choice theory. General possibility theorem, voting cycle paradox.
4. Collective decision-making. Political market.
5. State and its functions. Theory of state and law. Definition of state. State power.
6. Functions and activities of public administration. Public administration concept.
7. Organization of public sector.
8. Financial system of state and local government entities.
9. Public revenues.
10. Public expenditure.
11. Fiscal federalism. Fiscal federalism models.
12. Tax system and tax revenue allocation.

Main topics of Public Administration:

1. Functions of state and public administration. Relationship between state administration and local government.
2. Method of organization and functioning of state power. Forms of government and regimes.
3. Administrative reform. Base, process, consequences.
4. Establishment of municipalities and its aspects.
5. Establishment of regions and its aspects.
6. Central administration. Role of central administration in CR.
7. Digitalisation of public administration. E-government.
8. Position of civil servants in CR
9. Legislative process and process of establishing norms in CR
10. Public procurements and their control.
11. Management in public administration.
12. New Public Management.

Main topics of Public Law

1. Introduction to rules of administrative procedure.
2. Applicability of administrative rules.
3. Basic principles of activities of administrative bodies.
4. Content and structure of administrative rules.
5. General measures and public law contracts.
6. Part IV of Administrative Rules.
7. Participants in administrative procedure.
8. Selected procedural institutes.
9. First instance administrative procedure.
10. Administrative decisions.

11. Administrative decision review and administrative execution.
12. Administrative procedure practice in CR

Main topics of Administrative Procedure

1. Introduction to rules of administrative procedure.
2. Applicability of administrative rules.
3. Basic principles of activities of administrative bodies.
4. Content and structure of administrative rules.
5. General measures and public law contracts.
6. Part IV of Administrative Rules.
7. Participants in administrative procedure.
8. Selected procedural institutes.
9. First instance administrative procedure.
10. Administrative decisions.
11. Administrative decision review and administrative execution.
12. Administrative procedure practice in CR

c) Research skills

One of courses is Basics of Academic Writing. The aim of this subject is to prepare students for the final theses. But students learn among other how to formulate hypotheses, what research methods they can use. Special attention is paid to work with data and specialist literature, including quoting rules.

Research methods are also developed by courses Quantitative Methods A/B, and namely Econometrics A. The aim of the course Econometrics A is, with reference to the subjects Quantitative Methods A-B, Information Technology, Microeconomics A and Macroeconomics A, to provide students with the basic knowledge of econometrics and econometric modelling. Students will learn about individual types of data and their collection. Furthermore, they will learn to estimate simple econometric models and assess which model is suitable for modelling a specific situation. The course also includes areas related to time series with respect to the specificities of economic time series.

5. Didactic approach

The educational strategy of PRIGO University is based on the application of a unique, trademark-protected PriorityGO approach, a combination of individualization of teaching, modern didactic methods and respect for the challenges of contemporary society. Education is seen as a lifelong philosophy and a continuous approach to life, not as a means to achieve other goals. In the educational process, we emphasize ethical, ecological and intercultural topics, and help our pupils and students to face technological and other changes of global space that they live in, with respect to our regional traditions.

We use the good elements of our educational system and are inspired only by foreign examples of good practice. The Czech educational tradition is applied to meet the needs of the 21st century and the role of the Czech Republic in the European and global area. We strive to raise graduates who will be able to prove themselves successful at work and in life both at home and abroad. Developing critical thinking and supporting exceptional talents while maintaining equal opportunities. The ability to think critically and to self-reflect is considered the basis of personal development. We emphasize modern didactic methods, development of transferable skills, active approach to self-evaluation, independence in decision-making and acceptance of responsibility for one's actions. The schools of

our group also focus on the education of exceptionally gifted children, pupils and students – those whose mental abilities significantly exceed the usual average, though we always assert openness and equal opportunities. Our students are supported in their natural curiosity and desire for knowledge as well as with all-round development through a suitable mix of school and extracurricular activities.

We use all possibilities of individualised education. We limit the traditional frontal teaching methods to a reasonable minimum and take over proven foreign experience in this matter. We perceive the essence of this process as an opportunity to find the strengths and weaknesses of each student and the active work to develop their individual needs in order to achieve their maximum applicability in further studies and life. We apply client approach to everyone because we understand education as a public service and a mission. However, we do educate our pupils and students to reasonably respect the rules of common conduct and tolerance towards other members of society. We promote the development of skills in etiquette.

Together with individualised teaching and intensive personal and career counselling included in the teaching, we make it possible to develop the optimal skills of each individual. Our view is based on the premise that the boundaries in development are just the boundaries of people's minds.

We use activating teaching methods which include discussions, problem solving and simulations of real events. We also enhance them with comprehensive methods that combine various elements of the didactic system, especially methods that develop critical thinking, methods of cooperative teaching and project teaching. Cooperation on projects help pupils and students better understand current challenges and the cultural and historical development of society. The project approach to problem solving is directed for the use in later life and work – for this purpose, we intensively cooperate with sectors providing work experience.

We proceed from the fact that the school is not the sole or main source of information today and that its role is taken over by the online environment to some extent. We focus on the use of modern technologies in our teaching and course offering, though always taking the goals of studies and the learner's personality development into account. Our priorities are connectivity, e-communication and transparency. Mobile devices and the Internet are used not only in teaching but also in all other activities associated with attending the school. We emphasise education towards safe work with ICT and protection against cyberbullying.

In accordance with the traditions in our cultural area and especially with regard to the challenges of the surrounding globalised environment, we focus on formal and informal transferring of experience and moral postulates into education, always with regard to the degree of the specific study and the learner's age. We support charitable and volunteering events. We guide our pupils and students to respect normative systems, such as law, morality and religion, and to understand the significance of social values.

We educate students to respect the surrounding environment. With an appropriate mix of educational, and in particular volunteering extracurricular activities, we guide them towards sustainable behaviour, environmental frugality and the understanding of global issues – always with a non-dogmatic and sensible approach based on the awareness of social responsibility.

6. Students assessment

a) Assessment methods

Year	Subject	Assessment methods
1	Microeconomics	Oral and written exam, projects during semester, tests during semester
	Public Sector Economy	Oral and written exam, projects during semester
	Law	Oral and written exam
	Philosophy and Ethics	Essay, discussions during semester
	Information Technology	Test on PC, oral exam
	Foreign Language I	Discussions and debates during semester, written exam
	Macroeconomics	Oral and written exam, projects during semester, tests during semester
	Economic Policy	Oral and written exam, projects during semester, tests during semester
2	Czech Economy	Oral and written exam, work with on-line information during semester
	Political Science	Discussions
	Quantitative Methods A	Written exam, tests during semester
	Social Policy A	Oral and written exam, projects during semester
	Employment Policy	Oral and written exam, work with on-line information during semester
	Public Law	Oral and written exam
	Econometrics A	Written exam, tests during semester
	Quantitative Methods B	Written exam, tests during semester
3	Foreign Language II	Discussions and debates during semester, written exam
	Public Administration A	Oral and written exam, work with on-line information during semester
	World Economy and International Organizations	Oral and written exam, presentations and discussions during semester
	Tax system of the Czech Republic	Oral and written exam, presentations during semester
	Economy of Business Enterprise A	Oral and written exam, case studies during semester
	Fiscal Policy A	Oral and written exam
	Monetary Policy A	Oral and written exam
Administrative Procedure	Written exam, discussions during semester	
European Integration	Oral exam	
Practical training	Written self-evaluation, confirmation from employer	

b) Ability to independently set up a research project

Students are invited to participation in research project. They worked e.g. on the project for the Chamber Commerce of the Karvina district: Map of education in the Karviná district in the context of the labour market. The Vice-rector for research, development and innovation plans to run the Science club – a discussion club for students where they can discuss the study topics from the scientific view. They can learn how to find the funds for the research project, how to work on it or how to presents its results. The club will start to run in the summer semester, after the Covid restrictions.

c) Ethics

One of compulsory subjects is Philosophy and Ethics. Within this subject, students discuss with their teacher various ethical dilemmas which they could face in their professional life. But the ethics is discussed in many other subjects: in Public Sector Economy students receive information with ethical content, especially in these lessons: Collective decision-making, Political market, State and its functions, Theory of state and law, Definition of state, State power. Ethics is discussed in Public Administration A, Public Procurement or Project Management A.

7. Preparation for the labour market

The subject Practical Training forms an integral part of the study, enabling students to gain experience as well as develop professional identity. The aim of the subject is to provide students with information needed in order to select the focus of their practical training, and also to improve their resilience in relation to practice as well as future professional orientation. Practical training in public as well as private sector organizations will help students build their awareness of practical application of theoretical knowledge.

Cooperation with the practice takes place mainly with central institutions of public administration (ministries, CNB, SAO), with regional public administration institutions (social security, CNB branches, regional and municipal authorities), but also in a key way with banks, large and small companies and their analytical departments. With regard to the focus of the programme and the university towards the social policy attention is also given to the cooperation with social services and with the Ministry of Labour and Social Affairs or with legal entities in social services.

8. Results

This year the new study programme Economic Policy and Public Administration was accredited. This study programme follows on from the original one. The original study programme has been taught for 12 years. The first graduates graduated in 2010, the last ends this academic year. Other students are already studying according to the new accreditation.

9. Quality monitoring and improvement

The documentation for the evaluation of study programmes is the study programme evaluation report covers the period since when the accreditation was granted by the National Accreditation Office for Higher Education or by the Ministry of Education, Youth and Sports (hereinafter referred to as the 'accreditation').

As a rule, the report includes:

- a) evaluation of achieving the accreditation standards,
- b) evaluation of the study programme by students and graduates,
- c) evaluation of how the related creative activities are reflected in the educational activities,
- d) evaluation of the cooperation with work experience,
- e) evaluation of the study programme on an international scale,
- f) evaluation of theses,
- g) evaluation of the admission procedure success rate, study failure rate, regular completion of studies rate and the employment of the study programme graduates,
- h) evaluation of the pedagogical, scientific and technical assurance of the study programme,
- i) definition of the strengths and weaknesses, opportunities and threats of further development of the study programme.

The evaluation is based particularly on:

- a) data from the conceptual, strategic, analytical and other documents of the University,
- b) data from the information system of the University,
- c) data on the fulfilment of the indicators monitored in the Strategic Plan,
- d) data received through the direct observation of classes, interviews with members of the academic community and graduates, electronic surveys, verification of the learning outcomes, peer-review, etc.

The study programme evaluation is carried out at least once every five years by the study programme guarantor in cooperation with the Vice-Rector for Studies, who submits the study programme evaluation report to the Internal Evaluation Board for approval.

a) Monitoring

Quality is enshrined in the Strategic plan of the university. University uses a system of quality assessment by students, alumni and external partners, primarily the method of direct observation of teaching, interviews with students and academic staff, verifying the results of learning and peer-review.

b) Stakeholder involvement

Ensuring and evaluating the quality of educational, creative and related activities is based on feedback processes, especially quantitative and qualitative surveys. Academic staff, students, relevant professional chambers, professional associations or employers' organizations or other experts from practice are involved in these processes.

c) External reviews

The prepared study plan was submitted to three independent external evaluators who are recognized experts in the field of Economic Policy (prof Žák, assos. prof Laboutková, assos. prof Tomeš) and who put forward their arguments which were accepted and processed at the level of study programme guarantor and vice-rector for studies. Pursuant to Rector's Decree no. 12/2018, the study programme was submitted to the Academic Council for discussion and the Council for Internal Assessment for approval.

10. Faculty

- a) Size of staff
33 teachers are involved in the programme.
- b) Teaching qualifications
12,5 % are professors, 12,5 % associate professors, 41 % are Ph.D. and 34 % have a master's degree.
- c) Academic qualifications
66 % of staff holds doctorate

11. Diversity

- a) Diversity among staff
Gender ratio: 57 % - men, 43 % women

Age	Number
35 and less	8
36 – 55	17
56 and more	8

Numbers of international staff: 4

- b) Diversity among students
Gender ratio: 39 % - men, 61 % women
- c) Strategies to increase diversification
Principals of the pro-inclusive equal approach to education without any discrimination, taking individual educational needs into consideration is the integral part of our mission. The university is open to all students and university staff regardless his/her position or situation. Everyone can find all necessary information on offered opportunities and the University management makes efforts to find solution for everyone. We do not make any difference among races, religions, sexual orientation.
The university building is wheel-chair accessible so really everyone can study or work here. We are open to all incoming students as staff as well.

12. Responsibility and autonomy

Since the PRIGO University is a small school, there are no faculties. The decision-making concerning the study programme management and scientific and other creative activities appertain to the Rector, the Academic Board and the Internal Evaluation Board (as mentioned below).

Scientific and other creative activities are realized in cooperation with the Research Institute VSEO. Director of the Research Institute VSEO, who is responsible for its activities, is the member of the PRIGO University management.

The rector is responsible for the academic management of the university, the director of the institution is responsible for the financial management.

Due to size of the PRIGO University, the rectorate is responsible for the promotion of all study programmes of the university. The institution has a uniform promotion strategy.

Admission conditions are given by the internal regulations. The guarantor of the study programme, the Vice-Rector for Studies and the Rector as the highest instance are responsible for the admission process.

The university is divided into departments. The Heads of Departments are responsible for their operation. All Heads of Departments are members of the Rector's Board.

Rector's Board

It is an advisory body of the Rector. The members of the Rector's Board are Vice-Rectors, Heads of Departments and guests invited by the Rector.

Academic Board

The competence of the academic board includes the discussion of:

- a) Strategic plan of educational and creative activities of the university
- b) study programmes that are implemented at the university,
- c) matters entrusted to it by other internal regulations of the university,
- d) urgent questions concerning the educational and scientific activities of the university,
- e) questions submitted by the Rector or members of the Academic Board of the University

Members:

When appointing the members, the Rector ensures that important representatives of the fields in which the university carries out its activities and representatives of other important scientific, research and other institutions are represented. At least one third of the academic board consists of external members.

Internal Evaluation Board

In accordance with the Statute of the University and Standards and Procedures for the Assurance and Internal Evaluation of the Quality of Educational, Creative and Other Related Activities especially:

- a) manages the process of internal evaluation of the quality of educational, creative and related activities,
- b) discusses the Strategic Intent of the University,
- c) approves the report on the evaluation of the study program,
- d) approves the report on the evaluation of creative activity,
- e) approves the report on the evaluation of related activities, i.e. activities that support educational and creative activities,
- f) prepares the internal evaluation report and its supplements,
- g) approves the intention to submit an application for accreditation to the National Accreditation Bureau for Higher Education, extension of accreditation or extension of the accreditation of study programs.

Members:

The Chair of the Internal Evaluation Board is the Rector.

The Internal Evaluation Board has six members. They are appointed by the Rector from the academic staff of the university, who are professors or associate professors, for an indefinite period. One of the members is appointed from the university students.

Concerning new study programmes, anyone from academic community of the university can make a request for a new study programme. This request is addressed to the Rector. If the Rector's board approves the request, the Rector appoints the guarantor of the new study programme. The guarantor together with the Vice-Rector for Studies and Heads of involved departments prepare the draft for the accreditation and present it for discussion to the Academic Board. Academic Board comments the draft. Once the guarantor has processed the comments, the Rector submits a proposal to the Internal Evaluation Panel. After submission by the Internal Evaluation Board, the Rector propounds the application for the new study programme to the National Accreditation Bureau.

13. Supportive services and facilities

a) Library

Within the university building, there is a library, where students can borrow specialized literature, but the university also cooperates with the city library. There is an effective partnership between them which includes expanding the offer of specialized literature due to students' need in the city library.

b) IT

There are 2 full-equipped IT classrooms available for students as well as wi-fi connection in the whole building available to the staff and students. All students and pedagogues have access to the information system STAG. It is used mainly for listing credits and exams, for informing students and teachers and for registering students for exams and credits, or control of entering results, for creating assignments and submitting final theses, processing reports for registries, statistics and health insurance companies, etc. For internal use, there is another system, LMS Moodle, where the results of self-evaluation processes, minutes from meetings of the university bodies, topics of qualification theses or offer of practical training are continuously published.

c) Working spaces

There are equipped offices for teachers, 2 conference rooms suitable for long-distance education. Employees can use a library, 2 kitchens, there is a buffet within the building and employees can use a small gym as well.

d) Teaching spaces

There are 15 classrooms with a total capacity of 810 seats in the university building, including the auditorium, which is fully equipped with audio-visual and computer technology and is also used as a classroom. All classrooms are comprehensively equipped with teaching equipment (PC, data projector, speakers, or visualizer). The individual classrooms fully comply

with the valid hygienic standards in terms of area and lighting. The hall is air conditioned. There is barrier-free access to the building, classrooms, elevator and sanitary facilities.

In 2019, a new smaller auditorium, the rector's meeting room, specialized classrooms for interactive teaching in smaller groups and new PC and language classrooms were completed.

e) Student services

The PRIGO University is a small school, so there is no specialized department for career and recruitment support. We prefer individual approach, students can contact any of our teachers to discuss possibilities of their future. If study topic is too difficult for some students, they can receive an extra consultation.

Our Centre for Working with Exceptionally Gifted Students (CEMNAS) supports talented students who have special educational needs and increased need for individualisation of teaching.

14. Research basis

a) Research themes

Academic staff of the PRIGO University are engaged in research topics in the fields of economics, economic policy, public administration, social policy, social work, health care, law, pedagogy, informatics and many other areas.

We deal with economic policy and its institutional environment, especially the issues of the impact of changes in legislation on macroeconomic variables, the consequences of corruption and lobbying or the issue of the shadow economy. The significant part of our research is focused on issues of public budgets, tax policy and the impact of changes in tax legislation on the economy.

We have been solving international projects focused on measuring the tax burden in OECD countries for a long time, and we lead a team of international experts who deal with the construction of our own alternative tax burden index - WTI (World Tax Index).

b) Key projects

Project name	Time period	Funder	Participating researchers
International analysis of corporate social responsibility in selected districts of the Moravian-Silesian Region and Opole Voivodeship (CZ.11.4.120/0.0/0.0/16_011/0001754)	2020-2021	INTERREG V-A CR - PL	Zuzana Machová Martin Černek
Lifestyle and Quality of Life in the Context of Life Plans and Identity of the Inhabitants of the Czech-Polish Border Area After Accession to the EU (CZ.11.4.120/0.0/0.0/16_011/0002122)	2019 - 2020	INTERREG V-A CR – PL	Martin Černek Veronika Nálepová Rudolf Macek Christiana Kliková Boris Navrátil Martin Murín
Setting up the social security system and its effects on the shadow economy in the Czech Republic	2019-2020	Hlávka Foundation	Igor Kotlán Daniel Němec Zuzana Machová
Development of specialized software for measuring the tax burden and its application in the business sphere	2019 – 2020	TACR	Igor Kotlán Zuzana Machová Martin Černek
WTI Application in DSGE Modelling (EACO/RP08/2016)	2016 - 2021	EACO	Igor Kotlán Zuzana Machová Christiana Kliková
Efficiency vs. Ethical Management in Social Services (EACO/RP09/2016)	2016-2021	EACO	Marie Macková Igor Kotlán Christiana Kliková Zuzana Machová
Innovation of higher vocational education in the field of humanities (CZ.02.3.68 / 0.0 / 0.0 / 16_041 /	2018 - 2021	OPVVV	Zuzana Machová Rudolf Macek Martin Černek

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Preventive Competencies on Comparative Background (CZ.11.4.120/0.0/0.0/16_009/0001705)	2018 – 2019	INTERREG V-A CR-PL	Zuzana Machová Martin Černek Christiana Kliková Marie Macková
Economic and social determinants of legal amendments in the ASPI information system	2019-2020	AKRF	Christiana Kliková Igor Kotlán Zuzana Machová Veronika Nálepová

c) Key publications

- GANS-MORSE, J., KALGIN, A., KLIMENKO, A., VOROBYEV D., YAKOVLEV, A. Self-Selection into Public Service When Corruption is Widespread: The Anomalous Russian Case. *Comparative Political Studies*, 2020, 1-43. eISSN 15523829. <https://doi.org/10.1177/0010414020957669>
- KLIKOVÁ, CH., NAVRÁTIL, B. Is the Czech Republic a Welfare State? *Danube – Law, Economics and Social Issues Review*, 2019, 10(2), pp. 182-197. ISSN 1804-6746.
- FIDRMUC, Jan, Martin HULÉNYI a Çiğdem Börke TUNALI. Can money buy EU love? *European Journal of Political Economy*. 2019, **60**. ISSN 01762680. Dostupné z: doi:10.1016/j.ejpoleco.2019.07.002
- KLIKOVÁ, Christiana a Igor KOTLÁN. *Hospodářská a sociální politika*. 5. vydání. Ostrava: Vysoká škola sociálně správní, 2019. ISBN 978-80-87291-23-8.
- GHALIA, Thaana, Jan FIDRMUC, Nahla SAMARGANDI a Kazi SOHAG. Institutional quality, political risk and tourism. *Tourism Management Perspectives* [online]. 2019, **32** [cit. 2020-11-30]. ISSN 22119736. Dostupné z: doi:10.1016/j.tmp.2019.100576
- FIDRMUC, Jan a Juan D. TENA. Minimum wage and young workers: UK evidence. *CESifo DICE Report*. 2018, (4), 19 - 22. ISSN 16120663.
- KOTLÁN, Igor, Daniel NĚMEC a Zuzana MACHOVÁ. Legal Uncertainty in Taxation and Its Impacts on Labour Supply in the Czech Republic. *Politická ekonomie* [online]. 2019, **67**(4), 371-384 [cit. 2020-11-30]. ISSN 00323233. Dostupné z: doi:10.18267/j.polek.1246
- WANG, Hao, Jan FIDRMUC a Yunhua TIAN. Growing against the background of colonization? Chinese labor market and FDI in a historical perspective. *International Review of Economics & Finance* [online]. 2020, **69**, 1018-1031 [cit. 2020-11-30]. ISSN 10590560. Dostupné z: doi:10.1016/j.iref.2018.12.010
- MACEK, Rudolf. Labour Taxation and its Impact on Economic Growth – Complex Analysis. *Danube – Law, Economics and Social Issues Review*. 2018, (1), 49 - 61. ISSN 1804-6746.
- ÖZER, Mustafa, Jan FIDRMUC a Mehmet Ali ERYURT. Maternal education and childhood immunization in Turkey. *Health Economics* [online]. 2018, **27**(8), 1218-1229 [cit. 2020-11-30]. ISSN 10579230. Dostupné z: doi:10.1002/hec.3770

d) Translation towards the curriculum

Part of the activities of academic staff is research and creative activities related to Public Administration. The results of these activities are then incorporated into the study materials, resp. into teaching.

R&D activity is part of the evaluation of academic staff. Academics are also financially motivated, which is enshrined in the Rector's Decree.

15. Internationalization

The PRIGO University has concluded new memoranda of cooperation with several foreign universities. We are open to cooperation with universities and research centres from all over the

world. Our partners are universities from Europe, Asia and North America and we are constantly expanding our partners network. We also participate in the Erasmus+ Programme. It allows our students and teachers to realize many new exchanges not only in EU countries. We are preparing our students for master's degree at prestigious universities in Great Britain, the USA and other countries, where graduates of our bachelor's degree programmes can study. In cooperation with the Ministry of Foreign Affairs of the Czech Republic and Eurocentre Ostrava, we are also preparing students for jobs in EU institutions, especially for the EPSO tests (European Personnel Selection Office).

a) Internationalization in research

We have been solving international projects focused on measuring the tax burden in OECD countries for a long time, and we lead a team of international experts who deal with the construction of our own alternative tax burden index - WTI (World Tax Index). (<https://www.eaco.eu/about-eaco/research/>). The university participated and participates in various international programmes, e.g. INTERREG, ESF, EACO or IVF. To increase the international potential, the PRIGO University is actively searching for foreign researchers. Currently, the significant Russian researcher Dmitriy Vorobyev is a member of university R&D team.

b) Internationalization in teaching

The PRIGO University participates in the Erasmus+ Programme. For the study programme Economic Policy and Public Administration, the institution has concluded agreements with universities in Germany, Latvia, Lithuania, Poland, Romania and Slovakia, and we are ceaselessly searching for new partners. The opportunity to spend some time at partner university has a positive impact on both, students and teachers. To enrich our experience, we also invite foreign professors to teach our students within our study programmes and to work on joint scientific research. For our students it is a great opportunity to try studying in foreign language at home university.