

2025 Addendum to the Report on the Internal Evaluation of the Quality of Educational, Creative and Related Activities at the UHK



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1 Introduction

Pursuant to Act No. 111/1998 Coll., on Higher Education Institutions and on Amendments and Supplements to Certain Other Acts (the Higher Education Act), as amended (hereinafter referred to as the “*Higher Education Act*”), higher education institutions are required to prepare a Report on the Internal Evaluation of the Quality of Educational, Creative and Related Activities (hereinafter referred to as the “*Internal Evaluation Report*”) and to update it annually by means of an addendum describing developments in quality and quality management measures. The University of Hradec Králové (hereinafter referred to as the “*UHK*”) prepared its second Internal Evaluation Report in 2023, covering the period 2018–2022. This addendum presents the quality assurance and evaluation activities carried out at the UHK in 2025.

The addendum describes the principal changes made to the quality assurance and evaluation system, as reflected primarily in internal regulations, managing acts and other relevant documents. It also outlines the activities of the UHK Internal Evaluation Board (UHK IRB), a key body within the university’s quality assurance and evaluation framework. Furthermore, it summarises the results of the internal quality evaluation conducted in 2025 across the three core areas of the university’s activities: educational, creative and related activities. In addition, the addendum addresses external evaluations of the UHK, including accreditation proceedings conducted by the National Accreditation Bureau for Higher Education (NAB) and the assessment of the university within the national evaluation of research organisations in the higher education sector. It also provides an overview of the university’s participation in questionnaire surveys and its position in international university rankings.

2 Quality Assurance and Internal Quality Evaluation System

2.1 Internal Regulations and Managing Acts

2.1.1 Internal Regulations

In 2025, several amendments were adopted to internal regulations related to the quality assurance and internal quality evaluation system and to the bodies operating within it.

Amendments to the Constitution of the University of Hradec Králové modified the procedures for appointing and dismissing members of the UHK Internal Evaluation Board. These changes were introduced in response to legislative amendments and provide greater flexibility in the nomination of new Board members. The rules governing the termination of student membership were also revised so that membership no longer automatically ceases upon completion of studies, provided that the student enrolls in another degree programme. This amendment strengthens the continuity of student representation on the Board.

Further amendments were made to the Study and Examination Code of the University of Hradec Králové. The Code now requires the establishment of study programme boards responsible for the continuous monitoring and evaluation of study programmes; previously, their establishment was optional. The amended regulation also stipulates that a managing act must set out uniform university-wide rules governing the composition, term of office and responsibilities of these boards. Preparatory work on this managing act commenced in 2025, with its completion and publication expected in the first months of 2026.

Amendments to the Rules of Procedure of the Academic Senate of the University of Hradec Králové also affected the formation of Senate committees. These include the Legislative Committee, which reviews and comments on proposed internal regulations, including those relating to the quality assurance and internal quality evaluation system.

In addition, amendments were prepared to two key internal regulations in the area of quality assurance and internal quality evaluation: the Rules of the Quality Assurance and Internal Quality Evaluation System of the University of Hradec Králové and the Accreditation Code of the University of Hradec Králové. The process of discussing and approving these amendments was initiated in 2025, while their adoption and entry into force are expected in 2026. The proposed amendments to the Rules of the Quality Assurance and Internal Quality Evaluation System are based on an assessment of the current arrangements at the UHK and introduce changes across all areas of the system. The most substantial revisions concern the area of creative activities.

2.1.2 Managing Acts

In 2025, several new managing acts were issued concerning organisational processes within the quality assurance and internal quality evaluation system, as well as related institutional arrangements.

These included amendments to the Rules of Internal Governance of the University of Hradec Králové (RIG), notably a modification of the management structure concerning the Quality Office. The Quality Office now reports directly to the Rector, who serves as Chair of the UHK Internal Evaluation Board (UHK IEB), rather than to the Vice-Rector for Studies, Quality and Artistic Activities, as had previously been the case. This organisational change follows an amendment adopted in the previous year, which identified the need to streamline the organisational framework for quality assurance and internal quality evaluation processes across all areas of university activity, as quality assurance activities had previously focused primarily on educational activities.

In 2025, new Rules of Procedure were adopted for the International Advisory Board of the University of Hradec Králové. These entered into force on 1 January 2026 and govern the activities of the university's international advisory body, which provides an external perspective on the university's development. In particular, the Board advises on strategic direction, the development of research and innovation activities, doctoral education, internationalisation, third-mission activities, cooperation with industry, and other areas relevant to the university's development.

Rector's Decree No. 19/2025 (Rules for the Resolution of Conflicts of Interest at the University of Hradec Králové) established detailed procedures for preventing, identifying and resolving conflicts of interest. The objective of the decree is to promote transparency, integrity and good governance within the university and to minimise the potential impact of conflicts of interest on academic and administrative activities. It seeks to ensure that conflicts of interest do not undermine a fair, non-discriminatory and transparent institutional environment. The rules apply to students, employees, members of academic bodies, members of evaluation and advisory committees, and other persons operating within the university. They cover study-related matters, employment relationships (including remuneration), decision-making and voting within university bodies, commercial relationships, and other relevant areas. The relevance of these rules to quality assurance and internal quality evaluation is evident both in fostering a high-quality institutional environment and in establishing procedures for addressing conflicts of interest in decision-making processes, including those carried out by bodies involved in quality assurance and evaluation.

In accordance with the Rules of the System of Quality Assurance and Internal Evaluation System of the University of Hradec Králové, Rector's Decree No. 6/2025 (Feedback from Participants and Graduates of Lifelong Learning Programmes) was issued. The decree establishes organisational requirements for the collection of feedback from participants in lifelong learning programmes (LLPs). This regulation was subsequently complemented by Rector's Decree No. 10/2025 (Student Evaluation of Educational Activities), which expanded the university's existing system of student feedback collection. In addition to questionnaire surveys conducted through the university information system, which have been used for several years, the decree introduced group discussions focused on study programmes as an additional feedback mechanism. These measures broaden the formalised channels through which students can express their views and contribute to the quality assurance and evaluation of educational activities at the study programme level.

Rector's Decree No. 18/2025 (Organisational Framework for the Assessment of Applications for Lifelong Learning Programmes Leading to a Micro-Certificate) amended the procedures for submitting applications for approval of lifelong learning programmes to the UHK IEB. The revised procedures establish more flexible arrangements for programmes delivered within accredited study programmes.

In addition, the UHK IEB issued Methodological Guideline No. 1/2025, Recommended Procedures for the Development of Study Programmes. The document provides recommendations for the design of Bachelor's and Master's degree programmes and thereby contributes to the quality assurance of educational activities. The recommendations address, among other matters, the distribution of credit loads in a manner that supports strategic objectives such as interdisciplinarity, internationalisation, flexibility and the development of transferable skills. They also provide guidance on the allocation of credits to individual modules and the appropriate scope of contact teaching.

In the area of creative activities, Rector's Decree No. 16/2025 (Management of Science and Research Projects) was adopted, replacing a similar decree issued in the previous year. The decree regulates procedures for project preparation, evaluation and approval processes, project implementation, project closure and sustainability, and defines the responsibilities of university and faculty units and designated staff involved in project management. Its purpose is to ensure effective and professional administrative support for applicants and principal investigators of research projects.

Another important regulatory document adopted in 2025 was Vice-Rector's Directive No. 5/2025 (Open Access Publishing), which replaced the previous directive issued in 2023. The directive encourages researchers and academic staff to expand the use of Open Access publishing and to promote the dissemination of scientific knowledge while adhering to ethical and scholarly standards in the selection of publication outlets. In doing so, it contributes to maintaining and enhancing the quality of the university's publication outputs.

With the aim of fostering an open and responsible research culture at the UHK, Vice-Rector's Directive No. 7/2025 (Open Science Award 2025) announced a competition recognising activities that promote and apply the principles of open science. The competition sought to highlight examples of good practice and encourage academic and research staff to share research results, data and findings in a transparent and accessible manner.

Rector's Decree No. 7/2025 (Programme for Supporting Cooperation with the University of Hradec Králové's Strategic International Partners) was adopted to strengthen the university's close cooperation with selected partner institutions abroad. The programme supports the development of collaboration in educational, creative, scientific and research activities, as well as in activities related to the university's third mission, the exchange of good practice and the sharing of expertise. The UHK currently maintains strategic partnerships with four universities—the University of Wrocław, the University of Granada, the University of Ghana and the Pontificia Universidad Javeriana Cali. The decree enables the launch of calls for proposals supporting cooperation with these institutions and thus provides a mechanism for strengthening the international dimension and quality of the university's activities. Building on this decree, a Shadowing Programme was launched in 2025 by decision of the Vice-Rector. The programme is intended to support the professional development of staff working in university-wide departments through short-term placements at strategic partner universities. Its objectives include addressing current institutional challenges, enhancing professional competencies, facilitating the transfer of knowledge and good practice to UHK, and strengthening cooperation with strategic partners through the preparation of joint activities.

2.2 Strategic and other Materials

Building on the UHK Sustainable Development Strategy 2030, adopted in 2024, the university approved its Implementation Plan for 2025. The plan serves as a tool for the systematic planning, coordination and evaluation of sustainability-related activities in line with the university's strategic sustainability objectives. It provides a framework for the gradual integration of sustainable development principles into educational, creative and related activities and enables the continuous monitoring of progress towards established

goals. Its primary purpose is to translate strategic priorities into concrete measures and support their implementation in the coming years.

In 2025, the UHK adopted the University of Hradec Králové Gender Equality Plan for the period 2026–2028. The document builds upon the previous Gender Equality Plan covering the years 2023–2025 and reflects the university's commitment to the systematic development of an inclusive and equitable institutional environment. Efforts in this area are also linked to the university's commitment to the principles of the European Charter for Researchers and form part of the objectives set out in the UHK Strategic Plan 2021+. As with the previous plan, the new Gender Equality Plan focuses on five key areas: work-life balance and organisational culture; gender balance in leadership and decision-making; gender equality in recruitment and career progression; the integration of the gender dimension into research and teaching content; and the prevention of gender-based violence, including sexual harassment. The implementation of the plan will be monitored through regular progress reports and evaluations of the established performance indicators.

During 2025, the UHK also devoted considerable attention to the preparation of a strategy for its Doctoral School. The strategy is intended to enhance the quality of doctoral education across faculties, strengthen the research competencies of doctoral candidates, support supervisors and promote internationalisation, among other objectives. The document is expected to be finalised and published in 2026.

An Open Science Strategy was likewise prepared and discussed during 2025. Its purpose is to promote open science systematically as a core value and a prerequisite for high-quality, transparent and responsible research at the UHK, while defining the university's strategic objectives in this area. The strategy is expected to be adopted and published in 2026.

2.3 Activities of the UHK Internal Evaluation Board

The 15-member Internal Evaluation Board of the University of Hradec Králové (UHK IEB) is the university's principal body responsible for quality assurance and internal quality evaluation. No changes were made to its membership during 2025. The Board therefore continued to comprise nine academic staff members from the university, three of whom hold senior university positions (the Rector, the Chair of the Academic Senate and a Vice-Rector). In addition, the Board includes three student representatives and three external members affiliated with other institutions, either universities or institutes of the Academy of Sciences.

In 2025, the UHK IEB held ten meetings, convening regularly each month except during the summer holiday period. Meetings took place on 15 January, 19 February, 19 March, 16 April, 21 May, 18 June, 17 September, 15 October, 19 November and 17 December.

As in previous years, a substantial part of the Board's agenda focused on matters related to study programme accreditation and evaluation. In particular, the Board considered accreditation proposals, reviewed information on changes to existing study programmes and conducted comprehensive evaluations of study programmes. During 2025, it discussed substantive proposals for the accreditation of 14 study programmes, approved 24 applications for the granting, extension or expansion of study programme accreditation, and reviewed

changes affecting nine existing study programmes, all of which concerned changes in programme guarantors.

In 2025, the UHK IEB also commenced the evaluation of applications for lifelong learning programmes leading to the award of a micro-certificate. During the year, it reviewed a total of 12 such applications.

In addition to accreditation-related matters, the Board prepared and discussed the Addendum to the 2024 Internal Evaluation Report. It also considered proposed amendments to two key internal regulations – the Accreditation Code of the University of Hradec Králové and the Rules for Quality Assurance and Internal Quality Evaluation of the University of Hradec Králové – and discussed three Rector’s Decrees relating to quality assurance and internal quality evaluation. These concerned feedback from participants and graduates of lifelong learning programmes, student feedback on educational activities, and the organisational framework for the approval of lifelong learning programmes leading to a micro-certificate. Furthermore, the UHK IEB adopted the methodological document Recommended Procedures for the Development of Study Programmes. It also reviewed the results of feedback surveys conducted among students, doctoral candidates and former students who had discontinued their studies without graduating. The Board further discussed information concerning planned internal competitions in the area of creative activities.

2.4 International Advisory Board

On 24 April 2025, the International Advisory Board (IAB) held an online meeting. The IAB serves as an advisory body to the UHK, providing the university with independent perspectives and recommendations from international experts. The meeting focused primarily on the self-evaluation report prepared by the university for Modules 3, 4 and 5 of the 2025 evaluation of research organisations in the higher education sector. Feedback provided by the IAB contributed to the university’s preparations for this national evaluation process and for the subsequent visit of the International Evaluation Panel (IEP). Further information on the IEP evaluation is provided in Chapter 5.

3 Internal Quality Assessment

3.1 Teaching Activities

3.1.1 Feedback on Course Teaching

Since the 2020/2021 academic year, the University of Hradec Králové has conducted a standardised university-wide survey each semester to collect student feedback on the teaching of individual courses. Feedback is gathered in both Czech and English through the STAG information system. The results are first reviewed at faculty level, where faculty reports are prepared. These reports subsequently form the basis of a university-wide report summarising the findings and the measures adopted in response. The report is submitted each semester to the Rector’s Board, the Internal Evaluation Board, and the Academic

Senate, and is then published on the university website for members of the academic community.

For the winter semester of the 2024/2025 academic year, feedback was collected through STAG between 9 December 2024 and 9 February 2025, with the evaluation carried out in spring 2025. Student participation reached almost 34%. In the summer semester of the 2024/2025 academic year, feedback could be submitted between 28 April and 30 June 2025, with the evaluation taking place after the summer holidays during the autumn months. Participation in this semester amounted to 19%.

Although participation in course evaluation surveys is traditionally lower during summer semesters, the 2024/2025 summer semester recorded the lowest response rate since the introduction of the standardised university-wide surveys. Participation decreased by four percentage points compared with the summer semester of the previous academic year.

One possible reason for the decline in student engagement was the revision of the questionnaire introduced from the summer semester onwards. In an effort to improve the quality of the feedback collected, the questionnaire was expanded and supplemented with more detailed instructions for respondents. At the same time, the response formats were modified so that not all statements are now assessed using the same rating scale. While some items require a simple “yes” or “no” response, others use a scale measuring the degree of agreement with a statement. These changes have made the interpretation of survey results less straightforward and have reduced the comparability of findings with those from previous semesters. The University will therefore consider further adjustments to the questionnaire in the future.

3.1.2 Qualitative Feedback from Students

As noted in Section 2.1, Rector’s Decree No. 10/2025 (Student Evaluation of Educational Activities) expanded the University’s existing system of collecting feedback on course teaching through surveys in the information system (see Section 3.1.1) by introducing an additional mechanism for gathering student feedback: group discussions focused on study programmes.

These discussions typically address the curriculum, the delivery of teaching, the relationship between the study programme and professional practice, internationalisation, the learning environment, and organisational aspects of programme delivery. A group discussion may be initiated by the programme guarantor, the dean, students representing at least 10% of those enrolled in the programme concerned, or by a decision of the UHK Internal Evaluation Board. The resulting reports are made available to the coordinators of the relevant study programmes, the management of the respective faculties, and other relevant individuals (e.g. lecturers) or faculty bodies (e.g. academic senates).

Student representatives play a key role in the organisation of these discussions. Each session is supported by a student moderator whose responsibilities include coordinating participant attendance and serving as the primary point of contact for students. This arrangement is intended, among other things, to strengthen students’ trust in the process and encourage open communication.

In 2025, a total of three group discussions were held. These concerned the Bachelor's degree programme in Textile Design at the Faculty of Education, the Bachelor's degree programme in Chemistry at the Faculty of Science, and the follow-up Master's degree programme in Teaching for Lower Secondary Schools at the Faculty of Education. Responsibility for implementing any measures arising from the discussions rests with the respective faculties.

3.1.3 Feedback from Doctoral Students

In 2025, the third evaluation of teaching activities by doctoral students was conducted in accordance with Rector's Decree No. 15/2021 (Evaluation of Teaching Activities by Doctoral Students). Feedback was collected between 22 April and 30 May 2025 through an MS Forms questionnaire available in both Czech and English. Compared with the surveys conducted in 2021 and 2023, the questionnaire was revised in several areas. Certain questions were clarified, while new questions were added to address emerging issues. However, most questions remained unchanged in order to ensure comparability with the results of previous surveys.

A total of 157 doctoral students were invited to participate, and 68 completed questionnaires were received, including 64 in Czech and 4 in English. The overall response rate was 43.3%, representing a slight decline compared with previous survey rounds (46.5% in 2023 and 46.6% in 2021). Across the faculties, response rates ranged from 38.5% to 56.0%. The survey focused on the organisation of doctoral studies and the facilities available to doctoral students, programme requirements and obligations, as well as research and creative activities and the dissemination of their results.

Based on the survey findings, the following measures have been adopted to further enhance the quality of doctoral education within the UHK Doctoral School:

- **Harmonisation of requirements and obligations:** An analysis of the current requirements and obligations imposed on doctoral students across the faculties will be conducted. In the context of new accreditations and reaccreditations, the Doctoral School will issue recommendations aimed at harmonising these requirements and ensuring a comparable study and research workload across faculties.
- **Support for research and publishing activities:** The Doctoral School will continue to provide systematic information and support in key areas of research activity, particularly in research design and implementation, academic writing, and the publication of research outputs.
- **Expansion of the educational offer:** In addition to compulsory modules, new courses reflecting the current needs of doctoral students will be gradually introduced. Priority areas include the use of artificial intelligence in research, data administration and management, and academic writing.
- **Support for informal collaboration and experience sharing:** Opportunities for informal interaction among doctoral students across the university will be expanded. The aim is to foster mutual support, facilitate the exchange of experience, and strengthen the doctoral student community.

- **Improved access to support and consultation:** The frequency and visibility of the “Open Office” initiative, which enables doctoral students to discuss issues and questions directly with the Doctoral School coordinator, will be increased.
- **Encouragement of creative activities beyond programme requirements:** Doctoral students will continue to be encouraged to engage in creative and research activities beyond the compulsory requirements of their programmes through internal competitions and other motivational instruments.
- **Support for supervisors in mentoring and networking:** The feasibility of introducing specialised mentoring and networking training for supervisors will be assessed, with the aim of strengthening doctoral supervision and increasing supervisors’ engagement in international and interdisciplinary networks.

3.1.4 Academic Failure

In 2025, the university continued its systematic collection of feedback from students who had discontinued their studies or failed to meet the requirements set out in the Study and Examination Code. This process operates continuously throughout the year. Upon termination of their studies, the relevant students are automatically invited via the STAG information system to complete a short questionnaire.

A total of 227 students completed the questionnaire, representing a decrease of 74 responses compared with the previous year, when 301 completed questionnaires were received.

The largest number of respondents came from the Faculty of Education (97), followed by the Faculty of Informatics and Management (58), the Philosophical Faculty (49), and the Faculty of Science (23). Most respondents had been enrolled in full-time programmes (152), while 75 had studied in part-time programmes. In terms of degree level, the majority of respondents were enrolled in Bachelor’s programmes (187), followed by follow-up Master’s programmes (25), Master’s programmes (10), and doctoral programmes (5).

The survey results indicate that the five factors most frequently associated with students’ decisions to discontinue their studies were family, health, or other personal reasons; the difficulty of balancing study requirements with personal and professional commitments; other unspecified reasons; unmet expectations regarding the chosen study programme; and the perceived academic demands of the programme. The relative importance of these factors varied according to the mode of study, programme type, and faculty. Financial reasons also appeared among the five most frequently cited factors in certain groups of respondents.

These findings are consistent with the results of surveys conducted in previous years. Consequently, the University should continue to focus its efforts to improve student success and retention on the following areas:

- Improving the organisation of studies, particularly in combined learning formats, and exploring additional measures that help students balance their studies with personal, professional, and other commitments.

- Further developing the services provided by the university's counselling and support centre and increasing student awareness of the support available, thereby helping students overcome barriers arising from health, family, or personal circumstances.
- Identifying ways to provide prospective students with a clearer understanding of programme content and career opportunities, while expanding guidance and support for choosing an appropriate study programme.

3.1.5 Comprehensive Evaluation of Study Programmes

In 2025, the UHK Internal Evaluation Board (IEB) completed the comprehensive evaluation of 15 degree programmes, the assessment of which had commenced in 2024. The evaluation results, prepared by 11 working groups, each responsible for assessing one or two study programmes, were approved by the Board during 2025. In spring 2025, the Board initiated the evaluation of a further five study programmes involving four working groups. The results of these evaluations were approved in autumn 2025. In accordance with the relevant internal regulations, summaries of all evaluation outcomes were subsequently published on the University website. The evaluation reports contain recommendations for the further development and enhancement of the programmes concerned. The Board did not identify any significant deficiencies requiring corrective measures by the bodies responsible for the programmes under review.

In June 2025, the IEB launched a comprehensive evaluation of degree programmes preparing future lower secondary and upper secondary school teachers. Given the specific nature of teacher education, the evaluation focused not on individual study programmes but on teacher preparation within individual subject areas. In total, 19 subject areas were evaluated, while the general pedagogical and psychological component of teacher education was assessed separately. To reflect the specific characteristics of this evaluation, the Internal Evaluation Board adopted amendments to the relevant evaluation forms. A total of 10 working groups were established. Most groups evaluated two subject specialisations, while one group assessed three subject specialisations delivered by the same department. A separate working group was responsible for evaluating the pedagogical and psychological component of teacher education. By the end of 2025, meetings between the evaluators and faculty representatives—an integral part of the evaluation process—had been completed in all cases, and most working groups had prepared draft evaluation reports. The evaluation process is expected to be finalised, including the approval of the results by the UHK Internal Evaluation Board, during the first months of 2026.

3.1.6 Feedback from Participants in Lifelong Learning Programmes

As noted in Section 2.1, Rector's Decree No. 6/2025 (Feedback from Participants and Graduates of Lifelong Learning Programmes) was issued in 2025 to establish a framework for the systematic collection of feedback from participants in lifelong learning (LLL) programmes. Under the decree, the collection of feedback is mandatory for LLL programmes delivered as part of accredited degree programmes, programmes accredited by relevant external institutions, programmes leading to the award of a micro-certificate, and programmes focused

on professional practice. For all other lifelong learning programmes, the collection of feedback is recommended. The feedback process focuses on the quality of teaching, programme organisation, and programme promotion. A standardised university-wide questionnaire is used for this purpose. In the case of accredited lifelong learning programmes, however, the collection and evaluation of feedback are conducted in accordance with the requirements of the institution responsible for the programme's accreditation. The results are evaluated by the unit responsible for delivering the respective lifelong learning programme, which is also responsible for implementing any measures arising from the feedback received.

3.2 Creative Activity

The UHK systematically evaluates the outputs of creative activity, research projects, the success rate of project applications, and the utilisation of the University's research support programmes. In 2025, the Postdoctoral Programme was introduced, under which the activities of individual postdoctoral researchers are assessed by a dedicated evaluation committee.

The evaluation of research performance at the UHK includes monitoring the number, quality, and impact of publications indexed in the Web of Science and Scopus databases. Particular attention is paid to publications resulting from international collaboration, author prestige, the number of research projects undertaken, and the level of research funding obtained. Indicators relating to knowledge transfer are also regularly monitored and analysed.

At the University level, the creative outputs of the faculties were assessed in 2025 as part of the internal allocation of funding for the Long-Term Conceptual Development of a Research Organization (DKRVO), which takes into account the results achieved by individual faculties. Creative outputs also contribute to the assessment under the quality bonus scheme, which forms part of UHK's budgeting system.

Additional evaluation is carried out at the faculty level in accordance with each faculty's own criteria for assessing creative activity.

The UHK also conducts an annual benchmarking exercise of its research and publication performance, comparing key indicators and results with those of other universities in the Czech Republic. The 2025 benchmarking exercise showed that UHK improved its position by one place in terms of the number of research projects undertaken. UHK ranked 17th out of 22 Czech universities, compared with 18th place in 2024. In terms of publication performance measured by impact-factor outputs, UHK retained its strong position, ranking 4th among the 14 universities included in the comparison, consistent with previous years.

To support the development of early-career researchers, UHK has established a Doctoral School. Its objectives include enhancing the quality of doctoral education through the sharing of good practice, methodological guidance, and interdisciplinary networking; developing research and professional skills through targeted courses and workshops; providing information and advisory support; and strengthening academic community engagement through formal and informal networking opportunities and the exchange of experience. In 2025, the Doctoral School prepared its strategic framework, which is

expected to be published later in 2025 (see Chapter 2.2). Its activities also reflected feedback received from doctoral students (see Chapter 3.1.3).

3.3 Related Activities

3.3.1 HR Award

In 2021, the UHK successfully obtained the HR Excellence in Research Award (HR Award), granted by the European Commission in recognition of excellence in human resources management for researchers. Since then, the University has continued to enhance its working environment in order to maintain this distinction. As part of these efforts, a questionnaire survey was conducted in autumn 2024 among UHK employees and doctoral students. The survey focused on areas including overall satisfaction with UHK, opportunities for professional development, perceptions of UHK as an employer, ethical issues, remuneration, and employee benefits. The results were presented within the University in 2025 and are available on the UHK website in both a full report and a summary of key findings.

A total of 444 respondents participated in the survey. The overall response rate among employees was 45%; when doctoral students were included, the response rate decreased to 42%. Compared with the previous survey conducted in 2020, the response rate in 2024 was approximately one quarter lower.

The results indicate that most respondents view the UHK as a stable employer. They would recommend the University to others seeking employment in a similar position, do not intend to change employers, and generally regard UHK as a good place to work. Interpersonal relationships within workplaces and departments were evaluated positively, and trust in direct supervisors was generally assessed as satisfactory. Most respondents reported not having encountered discriminatory or inappropriate behaviour at UHK, and feelings of safety and security were strongly reflected in the responses. At the same time, dissatisfaction with remuneration remains widespread across all staff categories. Conversely, respondents expressed a high level of satisfaction with employee benefits and reported a generally positive work–life balance.

Based on the survey findings, a number of follow-up measures were proposed. These include strengthening internal communication and employees' sense of belonging to the University, expanding professional development and training opportunities, incorporating completed training into staff appraisal processes, and further developing the employee benefits system.

Furthermore, as noted in Chapter 2.2, a new Gender Equality Plan has been adopted for the forthcoming period following an evaluation of the implementation of the previous plan. As with the preceding plan, implementation will be monitored on a regular basis, and progress will be reported annually through a dedicated Gender Equality Plan implementation report.

3.3.2 Staff Evaluation

The University's evaluation processes include annual performance reviews of academic staff as well as evaluations of non-academic staff. The latter category comprises all other University employees, including technical, administrative, and support staff, manual workers, and research staff who do not participate in teaching activities. These evaluations were also conducted in 2025.

3.3.3 UHK Communications

As in previous years, an evaluation of promotional and communication activities was carried out in 2025. The assessment focused in particular on communication with international audiences and prospective students. Based on the findings of this internal evaluation, UHK identified a range of measures aimed at improving the effectiveness of communication with these target groups. In relation to prospective students, planned measures include revisions to relevant sections of the University website, updates to university-wide promotional materials, modifications to the Open Days programme, and a strengthening of the role of student ambassadors.

4 External Quality Evaluation

4.1 Accreditation Granted by the National Accreditation Bureau

An important component of the external evaluation of educational activities is represented by the opinions of assessors from the National Accreditation Bureau for Higher Education (until 30 June 2025) and, from 1 July 2025, the National Accreditation Bureau for Tertiary Education (NAB). These assessments relate to applications for the accreditation of study programmes and applications for accreditation of procedures for granting associate professorships and appointing professors. The quality assessment process also takes into account the decisions of the NAB Council regarding the granting of accreditation.

As the accreditation review process typically extends over several months and may span more than one calendar year, the 2025 supplement includes only those study programmes and procedures for which the UHK received a final accreditation decision during 2025.

In 2025, the UHK received accreditation for six study programmes. Three programmes were accredited for a period of ten years and three for a period of five years. One of the newly accredited programmes is delivered in English and is identical in content to the corresponding programme accredited in Czech. The University also received decisions extending the accreditation of five study programmes. Two of these programmes are taught in English and are identical in content to their Czech-language counterparts. In all five cases, accreditation was extended for a period of five years.

In addition, the accreditation of one study programme was extended to include an additional form of study. Of the ten study programmes that either received accreditation or had their accreditation extended in 2025, nine are required by the NAB to submit an interim monitoring report during the accreditation period.

In 2025, the University withdrew two applications for study programme accreditation following unfavourable evaluations by the external assessors.

The University also received accreditation in 2025 for one field of study within the procedure for granting associate professorships and appointing professors. This accreditation was granted for a period of five years.

4.2 Evaluation of the UHK within the Assessment of Research Organisations in the Higher Education Sector

In 2025, the UHK participated in the second comprehensive evaluation of research organisations in the higher education sector. The evaluation is conducted in accordance with the Methodology for the Evaluation of Research Organisations in the Higher Education Sector 2025+ (HE2025+), approved by the Government. The process is coordinated by the Ministry of Education, Youth and Sports in cooperation with the evaluated institutions. The evaluation is based on a self-evaluation report prepared by the University and assessed by an International Evaluation Panel (IEP). Results are evaluated in Module 3 for the period 2019–2023 and in Modules 4 and 5 for the period 2020–2024.

In accordance with the applicable methodology and internal guidelines, the UHK prepared self-evaluation reports for Modules 3–5 and sought feedback on these documents from its International Advisory Board.

The seven-member International Evaluation Panel for the UHK consisted of the following members (listed without academic titles): Holger Stark (Chair, Heinrich Heine University Düsseldorf), Lars Berge (Dalarna University), Ying-Chyi Chou (Tunghai University), Ngoc Thanh Nguyen (Wrocław University of Science and Technology), Anna Maria Perissutti (University of Udine), Dragana Surkalovic (Oslo Metropolitan University), and Roman Rosiek (University of the National Education Commission, Kraków). As part of the evaluation process, the panel conducted an on-site visit to UHK on 28–29 May 2025.

In autumn 2025, the University received the evaluation report, which included proposed assessments for the individual modules and an overall institutional rating on a scale from A to D, together with a detailed qualitative assessment of the evaluated indicators. The recommendations contained in the report provide an important basis for the further development of the UHK.

In its oral feedback, the IEP highlighted the University's significant progress since the previous evaluation cycle and acknowledged its successful recovery from challenges associated with the COVID-19 pandemic. At the same time, the panel identified several areas for further improvement. The recommendations included strengthening support mechanisms for early-career researchers, with particular attention to women researchers; embedding sustainability more systematically across faculties and departments; addressing challenges and opportunities associated with artificial intelligence; enhancing cooperation and interdisciplinary research within and across departments, faculties, and research centres; increasing the UHK's international visibility and networking activities; strengthening administrative support for international grant applications; advancing internationalisation; and developing a medium- and long-term strategic framework with clearly defined objectives, priorities, and mechanisms for monitoring progress.

5 Information on Future UHK Evaluation Activities

5.1 Participation of UHK Students in Further Surveys

In 2025, the UHK participated in the international Eurostudent 2025 survey, administered in the Czech Republic by the Czech National Agency for International Education and Research. The project regularly collects and compares data on the social and economic conditions of higher education students across Europe. The survey results are expected to be published in 2026.

5.2 UHK in International Rankings

International university rankings provide an important basis for comparing UHK with higher education institutions worldwide and serve as a valuable tool for promoting the University. They contribute, for example, to attracting international students and developing partnerships with institutions abroad. The UHK therefore closely monitors its performance in major international rankings. In line with its strategic objectives, the University of Hradec Králové seeks to achieve the best possible position in international university rankings. Accordingly, the results of recognised university rankings form part of the University's internal quality evaluation framework.

The UHK continues to be included in one of the world's most prestigious university rankings, the QS World University Rankings. In the 2026 edition (published in 2025), the UHK maintained its position within the 1001–1200 band, consistent with previous years. The UHK is also newly included in the QS World University Rankings: Sustainability 2026, which assesses universities' performance in sustainability-related areas. In this ranking, UHK is placed in the 1500+ category.

The University also continues to be represented in the regional QS Europe Rankings. In the 2026 edition, the UHK improved its position by 20 places, ranking 383rd among 958 evaluated universities. At the national level, the UHK retained 10th place among the 18 Czech universities included in the ranking.

Another major international ranking in which the UHK regularly appears is the Times Higher Education (THE) World University Rankings. In the 2026 edition (published in 2025), the UHK remained in the 1001–1200 band. The University is also represented in several THE subject rankings and, in 2026, was once again ranked in the fields of Computer Science, Life Sciences, Physical Sciences, Education Studies, and Arts & Humanities.

The UHK is also included in the UI GreenMetric World University Rankings, which evaluate universities' commitment to environmental sustainability. In the 2025 edition, the UHK ranked 473rd worldwide, improving by 54 places compared with the previous year.

In 2025, the UHK made its debut in the ShanghaiRanking Global Ranking of Academic Subjects. The University was ranked in the subjects Pharmacy & Pharmaceutical Sciences and Electrical & Electronic Engineering, achieving placement within the 301–400 band in both disciplines.

6 Conclusion

This addendum to the Internal Evaluation Report presents the principal developments in quality assurance and governance at the UHK during 2025. Throughout the year, the University adopted a number of amendments to internal regulations, governance measures, and other documents related to quality assurance. Preparatory work was also undertaken on further amendments to internal regulations, which are expected to be finalised in the following year. Among other objectives, these amendments will provide a more detailed framework for the quality assurance and internal evaluation of creative activities.

As in previous years, stakeholder feedback played a central role in the evaluation process. Particular attention was paid to student feedback, including course evaluation surveys, questionnaires examining the causes of academic failure, study programme-level discussion groups, and feedback from doctoral students. The University also continued its systematic and comprehensive evaluation of study programmes conducted by the UHK Internal Evaluation Board, which remains a key component of the quality assurance and internal evaluation system for educational activities.

In 2026, UHK will continue to strengthen its quality assurance and internal evaluation system, with particular emphasis on ensuring adequate staffing capacity. As the number of processes and activities continues to increase and the system becomes more comprehensive, sufficient human resources are essential to provide the organisational and professional support required for the effective implementation of quality assurance processes and the fulfilment of obligations arising from internal regulations.