Quality assurance of tertiary professional schools (vyšší odborné školy) proceeds according to Education Act, see the part on Quality Assurance in Early Childhood and School Education [1]. Specific conditions for tertiary professional school see in following sections (Responsible Bodies – Tertiary Professional Schools [2] and Approaches and Methods for Quality Assurance – Tertiary Professional Schools [3]).

Quality assurance of higher education institutions (vysoké školy) complies with the Higher Education Act.

For more, see the sections below (Responsible Bodies – Higher Education Institutions [4] and Approaches and Methods for Quality Assurance – Higher Education Institutions [5]).

Responsible bodies

Tertiary professional schools

Accreditation and external evaluation

Accreditation

Each tertiary professional school (vyšší odborná škola) stipulates its own educational programme, but the programme has to be submitted to the Ministry of Education, Youth and Sports [6] for accreditation (in case of healthcare and medical fields of study with previous consent of the Ministry of Health [7] and in the case of the educational programme in the area of security services with the previous approval of the Ministry of Interior [8]). The Ministry of Education gives accreditation on the basis of a recommendation of the Accreditation Commission for Tertiary Professional (Non-university) Education [9], whose 21 members are appointed and removed by the
Minister of Education and are professionals selected from higher education institutions, tertiary professional schools and the world of work. They are appointed for a six-year term. Internal organisation of the Accreditation Commission is stipulated by a statute issued by Ministry of Education and published in the Bulletin of the Ministry of Education, Youth and Sports [10]. Accreditation of an educational programme is a prerequisite for recording the field of study in the Register of Schools and School Facilities [11] and thus providing instruction, examinations and granting a graduate title.

In general, the conditions for accreditation are set by the Education Act and related Decree on Tertiary Professional Education.

Evaluation

Evaluation of tertiary professional schools is provided by the Czech School Inspectorate [12] systematically. For more details see External Evaluation of Schools [13] in the part on early childhood and school education.

Legislation and Bibliography:

Decree on Tertiary Professional Education [14]

Formal Framework for the Assessment of Educational Programmes of Tertiary Professional Education [15]

Education Act [16]

Order of the Minister of Education, Youth and Sports No. 18/2007 by which the Statute of the Accreditation Commission of the Tertiary Professional Education is Issued [17]

Internal evaluation

School heads of tertiary professional schools (vyšší odborné školy) are responsible for internal evaluation of these schools in a similar way as school heads at lower levels of education – see Internal Evaluation of Schools [18] in the part on early childhood and school education.

Higher education institutions
Accreditation and external evaluation

According to the amendment to Higher Education Act the National Accreditation Bureau for Higher Education [19] (NAB) is responsible for the quality of higher education and comprehensive evaluation of educational, scientific, research, developmental, innovative, artistic and other creative activities of higher education institutions (vysoké školy). The Bureau grants the authorisation to provide accredited activities, evaluates activities of higher education institutions and the quality of all accredited activities and publishes the results. It also considers and issues statements to other matters related to higher education submitted to it by the Minister of Education. A higher education institution can also at its own expense assure evaluation by a generally recognised evaluation agency, i.e. an agency which is recorded in the EQAR [20] register or is a member of the association ENQA [21]. The higher education institution itself decides whether to submit the results of this evaluation to the NAB (e.g. in the case of application for institutional accreditation).

The national accreditation bureau for higher education

The executive body of the National Accreditation Bureau (NAB) is the Council of NAB which has 15 members and is composed of chairperson, two vice-chairpersons, and other members. Due to a greater independency of the new Bureau, the chairperson and the vice-chairpersons of the Council are forbidden to execute any remunerated or non-remunerated function at any higher education institution, nor to be in an employment or other similar relation with a higher education institution (e.g. they cannot provide counselling or consultation services to the higher education institution). One member of the council is a student. Members of the NAB including the chairperson and vice-persons are appointed by the Government of the Czech Republic on the proposal of the Minister of Education, Youth and Sports for the six-year term of office with the exception of one member-student who is appointed for two years. Proposals to the Minister in the case of nine persons are submitted by the representation of higher education institutions, i.e. the Council of Higher Education Institutions [22] and Czech Rector’s Conference [23]. Proposals for other five persons including the chairperson are submitted to the Minister by the Ministry of Education, Youth and Sports [24], other central authorities of the state administration, professional chambers, employers organisations or other persons or bodies which carry out, support or use educational or creative activities of higher education institutions or their results. A member of the Bureau from the student community is proposed to the Minister by the Council of Higher Education Institutions. Only distinguished individuals, widely recognised persons of integrity and professional authority may become members of the Accreditation Bureau. They are independent in performing their function. Their performance is set out in the NAB statute, which was approved by the Government and is available to the public.

A counselling body of the NAB is the Evaluating Commission. Its members can be appointed only from persons registered in the List of Evaluators. The List of Evaluators is administered by the NAB. The List is broken down by fields of education. Only a generally distinguished professional authority in a given field of education or a student can be registered in the List. A person can be included in the List of Evaluators:

- on the basis of proposal of the Ministry of Education or other central administration authority, body of the representation of higher education institutions or professional organisation or
- if he/she responds to the call of the NAB published on the web site of the Ministry of Education, Youth and Sports and shows an interest to participate in the activities of Evaluation Commissions.
A person is registered in the List of Evaluators if he/she fulfils conditions set by the Council of the NAB and after it has been discussed with the bodies of the representation of higher education institutions, the registration is for a period of six years. The List of Evaluators is publicly available on the web site of the Ministry of Education.

The NAB decides on:

- applications for institutional accreditation and on its extension, an accreditation of a study programme and its prolongation and extension, an accreditation of habilitation procedure or procedure for the appointment of a professor;

- the restriction or the withdrawal of an accreditation of study programme, the restriction or the withdrawal of institutional accreditation for the field of education, the suspension or the withdrawal of accreditation of habilitation procedure or procedure for the appointment of a professor;

- the restriction and the termination of an authorisation to realise a study programme on the basis of the institutional accreditation.

The NAB further on:

- monitors compliance with legislation during the provision of accredited activities;

- carries out external evaluation of educational, creative and other relating activities of higher education institutions;

- issues statements on granting a state permission to operate as a private higher education institution;

- at the request of the Ministry of Education, Youth and Sports, issues statements on ensuring the staffing, the financial and material means of foreign higher education study programme and to the fulfilment of conditions for proper provision of instruction and related creative activity during the provision of foreign higher education in the territory of the Czech Republic.

- considers matters related to higher education presented to the NAB by the Minister of Education and issues its standpoint.

- submits to the Ministry of Education incentives for the modification of accreditation standards stipulated in the Government Regulation;
• in line with the Government Regulation on Standards for Accreditations in Higher Education, sets recommended procedures and methods evaluating the activity of the NAB;

• issues statement to a type of higher education institution (university or non-university type)

The Ministry of Education, Youth and Sports

The Ministry of Education is a recognition body for regulated occupations of education staff. Ministry’s consent is essential part of an application for accreditation of a study programme, which is submitted to the National Accreditation Bureau. In case the institutional accreditation is granted, Ministry of Education gives the higher education institution consent to implement the study programme. The Ministry’s opinion is necessary as well, if accreditation is applied for by a university outside Europe.

The Higher Education Act and above all the Act on Budgetary Rules authorise the Ministry of Education as a provider of funds from the state budget to execute many control activities. The Ministry of Education is entitled to control the management of public higher education institutions and also the private ones, if they receive resources from the state budget. Other activities of the Ministry of Education related to the quality assurance of higher education institutions are described in the section on Accreditation and External Evaluation focused on approaches and methods for quality assurance.

Legislation and Bibliography:

Act on Budgetary Rules [26]

Act on Inspection (Inspection Code) [27]

Government Regulation on Standards for Accreditation in Higher Education [28]

Higher Education Act [29]

Meeting Study Programmes Framework Requirements Allowing Teachers to Practice Regulated Occupations [30]

Statute of the National Accreditation Bureau for Higher Education [31]

Internal evaluation

Amendment to the Higher Education Act gives more autonomy to a higher education institution (vysoká škola) within the system of quality assurance and evaluation of quality and at the same time imposes more obligations on higher education institution than it had
before the adoption of the amendment. The obligations and competences lie mainly on the Scientific Council of a Higher Education Institution, the Scientific Council of a Faculty and the new self-government body - **Board for Internal Evaluation**. At the same time, the Act reinforces also the responsibilities of **guarantors of study programmes** that the higher education institution appoints from among its academic staff according to the rules set in its internal regulation. Newly a higher education institution can acquire a competence to approve its programmes in the field of education for which it obtained an institutional accreditation. Every higher education institution striving to receive an institutional accreditation must have apart from the functioning system of quality assurance and internal evaluation of quality also the Board for Internal Evaluation.

The chairperson of the Board for Internal Evaluation is the rector. He/she appoints a vice-chairperson, from the staff of a higher education institution who are professors (profesor) or associated professors (docent). A member of the Board is the chairperson of the Academic Senate. Other members are appointed by the rector: one third on the proposal of Scientific Council, one third on the proposal of the Academic Senate, from these one member is always appointed from the students of the public higher education institution. The rector has to give reasons for non-appointment of the proposed member of the Board. An internal regulation of the higher education institution sets the term of office of the vice-chairperson and other members of the Board.

The **Board for Internal Evaluation** mainly:

- approves a proposal of rules of the system for quality assurance before it is submitted to the Academic Senate;
- manages the process of internal evaluation of quality;
- prepares report on internal evaluation of quality and supplements to this report;
- administers continuously records on internal evaluation of quality of educational, creative and relating activities of a public higher educational institution;
- may be entrusted by a Statute of Public Higher Education Institution with the internal approval of study programmes or with the preparation of documentation for applying for the accreditation of above activities (or some of them) of a higher education institution. If these competences are not entrusted to the Board of Internal Evaluation, it is the Scientific Council that executes them (see below).

The **Scientific Council of a Higher Education Institution** mainly:

- approves an intention to present an application for institutional accreditation of field/s of education and on its/their extension;
• approves an intention to withdraw the institutional accreditation, cancel study programme and withdraw the accreditation of habilitation procedure or procedure for the appointment of a professor;

• if these competences are not entrusted by a statute to the Board for Internal Evaluation, it approves

  ○ application proposals for realisation of study programmes besides accredited fields of education,

  ○ accreditation for habilitation procedure or procedure for the appointment of a professor,

  ○ executes an internal approval of study programmes in the fields of education for which the higher education institution acquired accreditation;

• discusses a draft of regulations of the system of quality assurance and internal evaluation of quality, a draft of the report on internal evaluation of quality and a draft of the annual report;

• executes other activities entrusted to the Council by the Statute of the Higher Education Institution.

The **Scientific Council of a Faculty:**

• discusses a draft of the strategic plan of the faculty and a draft of annual implementation plan;

• approves proposals of study programmes which are to be carried out at the faculty, and passes them through the rector to the scientific council of the higher education institution (or depending on the Statute of the Higher Education Institution to the Board for Internal Evaluation) for approval;

• proposes to the rector the intention to present an application for accreditation, extension of accreditation or prolongation of validity of accreditation of study programmes;

• proposes to the rector the intention to present an application for accreditation of habilitation procedure or procedures for appointment of a professor;

• and discusses other matters presented by the dean.
Amendment to the Act makes it possible for a higher education institution to entrust competences via its status to the scientific council of the faculty to deal with an application proposal for realisation of study programmes besides accredited fields of education; application for accreditation of habilitation procedure or procedure for appointment of a professor; and/or competences to internal approval of study programmes.

The **guarantor of a study programme** (from within the academic staff) mainly:

- coordinates the content preparation of a study programme;
- supervises quality of its realisation;
- evaluates it;
- develops it further on.

At least once in five years a higher education institution has to prepare a **report on internal quality, which is annually updated**. 

Annually it has to compile an **annual activity report**, which also includes the results of the internal evaluation mentioned above.

Finally, every year it also has to submit an **annual economic report** (public higher education institutions always and private institutions in case they have received a subsidy for their activities). The annual activity report, annual economic report, strategic plan and evaluation outcomes of public higher education institutions must be **publicly available**. For more on submitted reports, see [Approaches and Methods for Quality Assurance – Higher Education Institutions](#).

The act requires public higher education institutions to establish an **audit division** and **control division** and carry out an **internal financial audit**.

**Legislation and Bibliography:**

[Higher Education Act](#) [29]

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**Approaches and methods for quality assurance**
Tertiary professional schools

Accreditation and external evaluation

For the description of the accreditation process in the fields of tertiary professional education see above Accreditation and External Evaluation [32] in the section on Responsible Bodies.

Internal evaluation

Approaches and methods for quality assurance at tertiary professional schools (vyšší odborné školy) see Internal Evaluation of Schools [33] in the part on early childhood and school education

Legislation and Bibliography:

Education Act [34]

Decree on Tertiary Professional Education [14]

Higher education institutions

Accreditation and external evaluation

The quality of higher education and general appraisal of educational and scientific, research, development, art and other creative activities of higher education institutions (vysoké školy) is under the responsibility of the National Accreditation Bureau for Higher Education [19] (NAB), the executive body of the NAB is the Council of the NAB which has 15 members (for more see Accreditation and External Evaluation [35] in the section on Responsible Bodies).

Amendment to the Higher Education Act puts newly a great emphasis on the fact that the institution itself is to establish a high quality system for increasing and evaluating the quality. The NAB will observe how and if it is well adjusted system when considering the institutional accreditation
as well as other accredited activities. See also below, Internal Evaluation [36].

**Accredited activities**

**Accreditation of a study programme** is granted for a period of ten years at maximum from the day of the legal force of the decision. In case of the rejection of the application for the accreditation, the higher education institution can submit a new application for the given or similar study programme but no sooner than after two years. The validity of the accreditation can be prolonged repeatedly. While providing an accredited study programme, the higher education institution can apply for accreditation of its extension. If a study programme is not accredited, it is not possible to enrol students, organise instruction and examinations or grant academic titles.

**Institutional accreditation** is granted for a period of ten years or five years if it is awarded for a field or fields of education for which the previous latest application of the higher education institution was rejected. If a higher education institution has not the institutional accreditation and its application for granting the institutional accreditation for one or more fields of education was rejected, it can submit a new application for granting the institutional accreditation no sooner than after two years. The higher education institution with the institutional accreditation can during the period of validity of the institutional accreditation apply for its extension for other field or fields of education or for other type or types of study programmes within the field it has already the institutional accreditation. If the application was rejected, the institution can submit a new application on extension of institutional accreditation no sooner than after two years.

**The accreditation of habilitation procedure or procedure for the appointment of a professor** is granted for a period of ten years at maximum.

If the NAB finds serious drawbacks during the realisation of accredited activities, according to their nature it decides:

- on restriction or withdrawal of the accreditation of the study programme;

- on restriction or withdrawal of the institutional accreditation for the field of education;

- on suspension or withdrawal of the accreditation of habilitation procedure or procedure for the appointment of a professor;

- and on restriction or termination of the authorisation to deliver a study programme on the basis of the institutional accreditation.

Restriction of the accreditation of a study programme means to impose a ban on enrolling further applicants to the given study programme. Restriction of the institutional accreditation as the case means termination of the right to organise study programmes in a given field or fields of education and extending the existing study programmes in this field or fields of education. If the reasons for restriction or deferral of the accreditation disappear, the NAB cancels the accepted measure.
The external evaluation of higher education institutions

The NAB executes the external evaluation of educational, creative and relating activities of higher education institutions on the basis of initiative from the Minister or if it finds serious reasons for an exceptional evaluation.

During the evaluation it can use the results of an internal quality evaluation of activities of the higher education institution and results of possible evaluation made by a generally recognised evaluating agency (see Accreditation and External Evaluation [35] in the section on Responsible Bodies). The NAB takes also into account this international evaluation when considering the application for institutional accreditation.

The Ministry of Education as recognition body for regulated occupations of education staff

Consent of the competent authority stating that the graduates having studied a study programme will be ready to perform regulated occupations is a necessary condition in the application for accreditation to be submitted to the National Accreditation Bureau. The regulated occupations also include teacher, educational childcare staff, special educational needs specialist, psychologist, teacher responsible for leisure activities, teacher´s assistant and coach. In this case it is MEYS that gives the consent. At the end of 2017, MEYS submitted a methodical document containing study programmes´ requirements necessary for the teacher to meet and have a professional qualification. The study programmes framework requirements should harmonize basic components of categories studied. Part of the application is a study plan - i.e. a list of the subjects and their inclusion in prescribed study components with credits and hours. The ratios of the study components are expressed in percent, credits and hours according to the European Credit Transfer and Accumulation System [37].

Control of the Ministry of Education, Youth and Sports

The Ministry of Education, Youth and Sports is entitled to control the management of public higher education institutions and also private ones, if they are allocated resources from the state budget.

It is also responsible for requiring from public higher education institution a report on internal evaluation, an annual report on their activities and an annual report on the management of resources. If the resources were granted to private higher education institution, these duties also apply to them. The control of the financial management of public higher education institutions (financial audit) is a part of the overall control activities (plan) carried out by the Control, Supervision and Audit Department of the Ministry of Education, Youth and Sports. The control activity is focused on the results of the financial management of higher education institutions and on the receipt and use of public funds provided to higher education institution from the state budget for educational, research, scientific and art activities and additional funding of the EU programmes. When preparing this plan, the results of past controls by the Ministry of Education must be taken into account as well as the requirements of specialised ministerial departments and possible incentives of the public and/or higher education institutions. Controls should be carried out at each higher education institution each 3 to 5 years. In addition to the Ministry of Education the management of public resources is also checked also by the Principal Audit Office and financial authorities.
The Ministry of Education has other instruments of supervision under the law. For example, compliance with legal regulations is checked during the process of registration of the internal regulations of the higher education institution, the quality of their management is assessed when their strategic plans are reviewed. For more on the responsibilities of the Ministry of Education see Higher Education Institutions – State Administration at Central Level in Chapter 2.

Legislation and Bibliography:

- Act on Budgetary Rules [26]
- Act on Inspection (Inspection Code) [27]
- Government Regulation on Fields of Education in Higher Education [39]
- Government Regulation on Standards for Accreditation in Higher Education [28]
- Higher Education Act [34]
- Meeting Study Programmes Framework Requirements Allowing Teachers to Practice Regulated Occupations [30]
- Statute of the National Accreditation Bureau for Higher Education [40]

Internal evaluation

According to the Higher Education Act the quality assurance and evaluation of quality is an important autonomous activity of every institution. The act imposes on higher education institution (since 1 September 2016) a duty to introduce and maintain a system of quality assurance internal evaluation of quality of educational, creative and relating activities (further on “system of quality assurance and internal evaluation of quality”). Standards and procedures for quality assurance and internal evaluation of quality (e.g. rules for quality assurance and internal evaluation of quality) are set by a higher education institution in its internal regulation. The framework for this internal regulation is set in the Higher Education Act and its two implementation regulations: The Government Regulation on Standards for Accreditation in Higher Education and Government Regulation on Fields of Education in Higher Education.

Higher education institutions can apply for an accreditation of a study programme and also for an accreditation of habilitation procedure and an accreditation of procedure for the appointment of a professor in a given field. In addition (since 2016) they can ask for an institutional accreditation. Granting the institutional accreditation to a higher education institution confirms its competence to create and carry out a given type or types of study programmes (Bachelor, Master, Doctoral) in a given field or fields of education. A higher education institution sets the details of the procedure for internal approval of its study programmes (internal accreditation) in its internal regulation. The list of 37 fields of education is stipulated in the annex to the Act, while the detailed definition of
The basic condition for granting an institutional accreditation is a proper system of quality assurance and internal evaluation of quality. If a higher education institution strives to get an institutional accreditation, it has to establish a new autonomous body, a Board for Internal Evaluation (see also Internal Evaluation [41] in the section on Responsible Bodies).

In case a higher education institution has not the institutional accreditation, the Scientific Council of the institution can execute the responsibilities of the Board for Internal Evaluation if the statute of the higher education institution stipulates this. For the composition of the Scientific Council, see Bodies of a Public Higher Education Institution [42] in Chapter 2.

The Act obliges a higher education institution to provide internal evaluation, which consists mainly

- in the application of standards and procedures of internal evaluation of quality (set by the internal regulation – see above);

- in preparation of a report on internal evaluation of quality which describes achieved quality outputs of the higher education institution in the educational and creative activity and measures taken for removing possible drawbacks;

- in making available the report on internal evaluation end its supplements to bodies and members of bodies of the higher education institution and its parts, to the National Accreditation Bureau for Higher Education [19] and to the Ministry of Education, Youth and Sports [6];

- in publishing general results of evaluation in the annual report on activities of the higher education institution.

Remedial and preventive measures and measures taken for improving the quality of the activities of an institution and its own system of quality assurance and evaluation of quality are also a part of the evaluation system as well as internal documents and records, which deal with quality assurance and evaluation of quality.

Internal evaluation of a higher education institution is considered a prerequisite and basis for the determination of a strategic plan of a higher education institution in the area of education and creative activity, which is decisive for the amount of subsidy allocated to the institution. On the other hand, the work results of the higher education institution are measured via this strategic plan. The strategic plan of a higher education institution is compiled on the date set by the Minister of Education, usually in five-year term. It follows up and at the institutional level works out a framework which is determined by the strategic plan of educational and creative activities for the area of higher education institution, the latter together with its annual implementation plan is prepared by the Ministry of Education (currently under the name Long-term Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions).
The report on internal evaluation of quality is prepared in terms set in the internal regulation of a higher education institution, once in five years at least. Higher education institution must make it available to the bodies of a higher education institution, bodies of the parts of higher education institution and all their members, the National Accreditation Bureau for Higher Education \cite{19} and the Ministry of Education, Youth and Sports \cite{6} (for the bodies of higher education institutions see Structure of the Public Higher Education Institution \cite{43} in Chapter 2). Every year the report is updated by a supplement describing changes achieved in quality and control measures. General results are published in the annual report on activities.

In case a higher education institution applies for the institutional accreditation, the Higher Education Act obliges it to elaborate the so called self-evaluating report which encompasses field/fields of education for which the institution applies for accreditation. The report describes and evaluates the fulfilment of the requirements under the relevant standards for institutional accreditation.

Higher education institution (public and private institution) has to prepare an annual report on its activities and submit it to the Ministry of Education every year. A public higher education institution (and private provided it received subsidy on its activities) also has to submit an annual economic report. The date and the form is set by the Minister. The framework structure of an annual report on activities of a higher education institution \cite{44} is available at the website as well as the instruction for processing the annual economic report (in Czech). In the case of a public higher education institution, both reports are approved by the Academic Senate and then discussed by the Board of Trustees.

According to the Higher Education Act (art. 21) the annual report on HEI´s activities comprises:

- a survey of activities in a calendar year
- the general outcomes of evaluation of its activities
- changes in internal rules and changes in the bodies of higher education institution
- other items set by the board of trustees

An institution’s annual economic report comprises:

- an annual balance and an appraisal of basic data
- the findings of the audit of the balance (if this took place)
- a survey of incomes and expenditures by sources
- the development and final state of funds
• the state and movement of property and obligations

• total expenses broken down into complementary activities and others

The annual activity report, annual management report, strategic plan must be **publicly available**.

The act requires public higher education institutions to establish an **audit division** and **control division** and carry out an **internal financial audit**.

**Legislation and Bibliography:**

- Government Regulation on Fields of Education in Higher Education [45]
- Government Regulation on Standards for Accreditation in Higher Education [28]
- Higher Education Act [34]

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