

Annual Report 2025

Main section



May 2026

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1 Introduction

1.1 Basic information about the higher education institution

Full name of the private higher education institution (hereinafter referred to as 'ŠAVŠ'):

Škoda Auto Vysoká škola z.ú.

Name of the university in English:

Škoda Auto University

Abbreviation used for the name of the private university:

ŠAVŠ

Address of the university:

**Na Karmeli 1457
293 01 Mladá Boleslav
Central Bohemian Region**

Telephone: **+420 703 854 703**

www: **www.savs.cz**

Type of higher education institution: **non-university**

Date and reference number of the state authorisation to operate as a higher education institution:

4 April 2000, ref. no. MSMT-16493/2000-30 for Škoda Auto a.s. Higher Education Institution

23 March 2013, ref. no. MSMT-11008/2013-30 for Škoda Auto Vysoká škola o. p. s.

Company registration number: **29142890**

RID: **7P000**

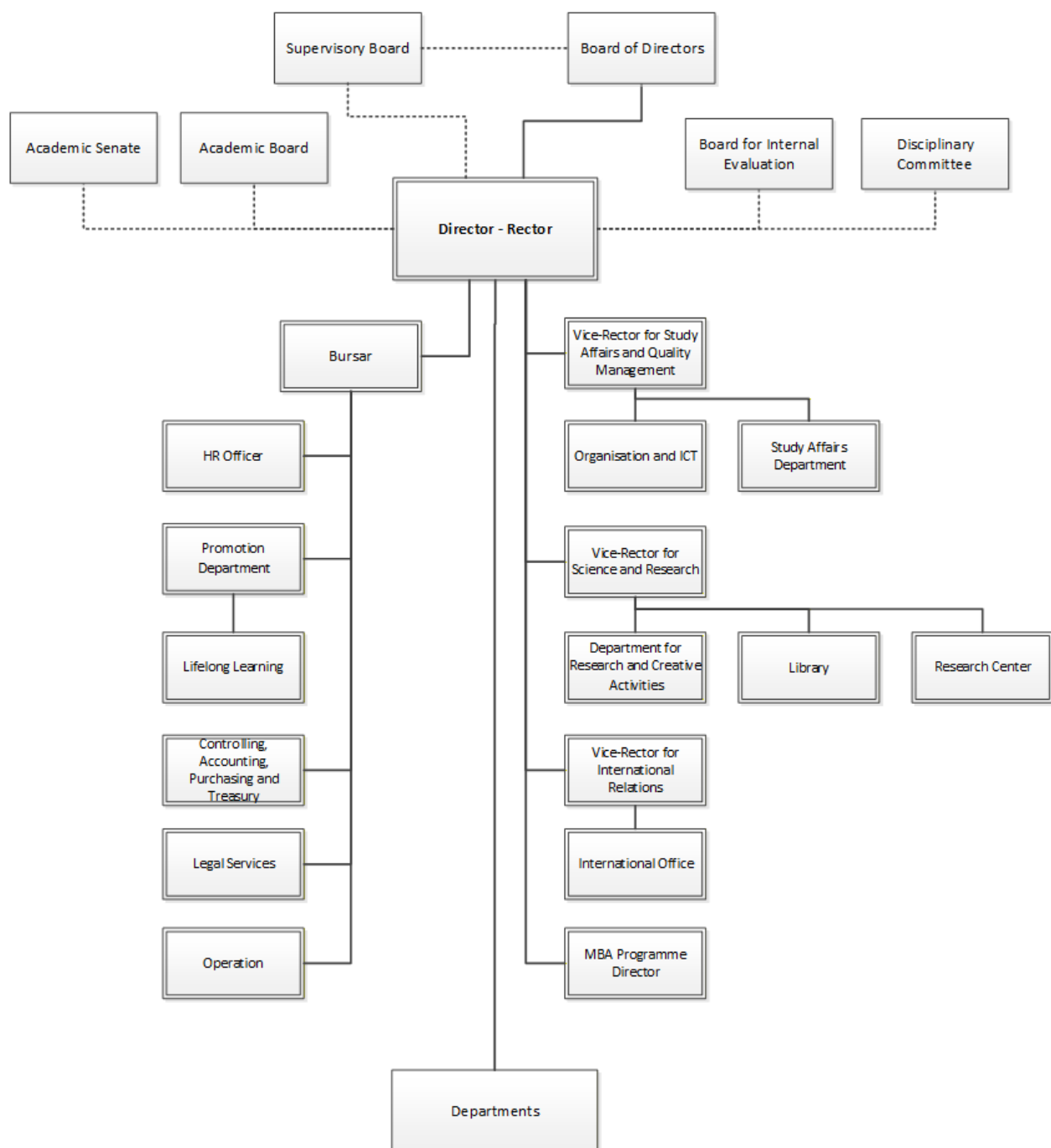
Head of the Higher Education Institution:

Director: Ing. Sandra Lacinová, until 31 July 2025

**Rector, Director from 1 August 2025 – the university's self-governing academic body:
prof. Ing. Ondřej Krejcar, Ph.D.**

Bursar: Ing. Martina Zimmermann, MBA from 1 August 2025

Organisational chart of the university:



From its establishment in 2000 until 2013, Škoda Auto University was part of the structure of Škoda Auto a.s. as an independent department. Since 2013, Škoda Auto University has been a public benefit organisation. Škoda Auto a.s. is its founder.

State approval was granted to Škoda Auto University by Decision of the Ministry of Education, Youth and Sports (MŠMT) ref. no. MSMT-11008/2013-30 dated 26 March 2013. At the same time, this Decision granted Škoda Auto University all accreditations for the study programmes accredited and delivered at Škoda Auto a.s. University. This ensured continuity of operations at Škoda Auto University under its new legal form, which commenced on 1 September 2013.

The governing bodies of the public benefit organisation are the Director/Rector, the Board of Directors and the Supervisory Board. The Director is the statutory body of the public benefit organisation. The university's self-governing academic bodies are the Rector, the Academic Board, the Academic Senate, the Disciplinary Committee and the Internal Evaluation Council. Until 31 December 2023, the University's Rector was the director of the public benefit organisation. The Bursar was responsible for financial management and internal administration alongside the director. From 1 January 2024 to 31 July 2025, the positions of Rector of the university and director of the public benefit organisation were held by separate individuals, and the post of Bursar was abolished (the director remains responsible for financial management and internal administration). Since 1 August 2025, the Rector has also held the post of Director, and the post of Bursar has been reinstated.

The members of the Board of Trustees and the Supervisory Board are appointed by the university's founder. The Director and the Rector are appointed by the Board of Trustees. The Bursar is appointed by the Rector, subject to the prior approval of the Board of Trustees. The rector appoints the Academic Board, the Disciplinary Committee and the Internal Evaluation Council, with one third of the members of the Internal Evaluation Council being appointed on the recommendation of the Academic Board and one third on the recommendation of the Academic Senate; during 2023, it was stipulated that at least three members of the Internal Evaluation Council must be academic employees who are not members of the university's academic community. The Academic Senate is an advisory body to the Rector, elected by the academic community.

In 2025, the above-mentioned administrative and self-governing bodies operated with the following membership:

Board of Directors

Maren Gräf	<i>Chair of the Board of Directors</i>
Holger Peters	<i>Member</i>
Karsten Schnake	<i>Member</i>

Supervisory Board

David Kavan	<i>Chairman of the Supervisory Board</i>
Peter Podprocký	<i>Member</i>
Maren Kabowski-Ciecior	<i>Member</i>
Dana Němečková	<i>Member</i>

Rector,

Prof. Ing. Ondřej Krejcar, Ph.D., MPA

The Rector is responsible for managing academic processes.

In 2025, the following personnel reported to the Rector:

- Ing. Martina Zimmermann, MBA, Bursar from 1 August 2025
- Mgr. Petr Šulc, Vice-Rector for Academic Affairs and Quality Assurance
- Mgr. Lenka Stejskalová, MBA, Vice-Rector for International Relations until 28 February 2025
- doc. Helena Chytilová, Ph.D., Vice-Rector for International Relations from 1 March 2025
- PhDr. Jan Lachman, Vice-Rector for Science and Research until 28 February 2025
- doc. Ing. Robin Maileih, Ph.D., Vice-Rector for Science and Research from 1 March 2025 to 30 June 2025
- doc. Ing. Ladislav Socha, Ph.D., MBA, Vice-Rector for Science and Research from 1 October 2025

- doc. Ing. Pavel Štrach, Ph.D. et Ph.D., Director of the MBA Programme
- Heads of Departments

The Vice-Rector for Academic Affairs and Quality Management oversees the Academic Affairs Department and the Organisation and ICT Department.

The Department for Research and Creative Activity, the Library and the Research Centre report to the Vice-Rector for Science and Research.

The International Office reports to the Vice-Rector for International Relations.

The core organisational units of the university are the departments, which carry out teaching, creative activities and the university's third mission.

Academic Board

In 2025, the Academic Board consisted of the following members:

Prof. Ing. Ondřej Krejcar, Ph.D. (Chair)	Škoda Auto University
Ing. Martina Zimmermann, MBA	Škoda Auto University
Ing. Sandra Lacinová	Škoda Auto University, until 31 July 2025
doc. Ing. Ladislav Socha, Ph.D., MBA	Škoda Auto University
doc. Ing. Helena Chytilová, Ph.D., M.A.	Škoda Auto University
prof. Ing. Stanislav Šaroch, Ph.D.	Škoda Auto University
doc. Ing. Jiřina Bokšová, Ph.D.	Škoda Auto University
doc. Ing. Romana Čížinská, Ph.D.	Škoda Auto University
prof. Ing. Pavel Krpálek, CSc., MBA	Škoda Auto University
prof. Ing. Václav Řepa, CSc.	Škoda Auto University
Ing. Vladimír Beneš, Ph.D.	Škoda Auto University
Mgr. Petr Šulc	Škoda Auto University
doc. Ing. Pavel Štrach, Ph.D. et Ph.D.	Škoda Auto University
doc. Ing. Robert Frischer, Ph.D.	Škoda Auto University
doc. Ing. Jan Fábry, Ph.D.	Škoda Auto University
prof. Ing. Radim Lenort, Ph.D.	Škoda Auto University
prof. Ing. Vojtěch Dynybyl, Ph.D.	Škoda Auto University
Ing. Josef Bradáč, Ph.D.	Škoda Auto University
Ing. Mojmír Hampl, M.Sc., Ph.D.	The Czech Fiscal Council
prof. Ing. Jindřich Soukup, CSc.	Prague University of Economics and Business
Ing. Jan Frydrych	Škoda Auto
prof. Ing. Martin Kvizda, Ph.D.	Masaryk University
doc. Ing. Tomáš Kincl, Ph.D.	Prague University of Economics and Business
Mgr. Petr Rešl	Škoda Auto
Ing. Martin Hrdlička, Ph.D., MBA	Škoda Auto
doc. Ing. Jaroslav Machan, CSc.	Czech Technical University in Prague
prof. Ing. Zuzana Kučerová, Ph.D.	Mendel University in Brno
Ing. Milan Dufek	Škoda Auto
prof. Ing. Peter Brída, Ph.D.	University of Žilina
Ing. Martin Kult, MBA	AIKIT Digital
Ing. Zdeněk Hruška	Adastra

Board for Internal Evaluation

In 2025, the Board for Internal Evaluation consisted of the following members:

prof. Ing. Ondřej Krejcar, Ph.D.	<i>Chair</i>
prof. Ing. Stanislav Šaroch, Ph.D.	<i>Vice-Chair</i>
doc. Ing. Robert Frischer, Ph.D.	Member – on the proposal of the Academic Board
prof. Ing. Vojtěch Dynybyl, Ph.D.	Member – on the proposal of the Academic Senate
prof. Ing. Pavel Krpálek, CSc., MBA	Member – on the proposal of the Academic Senate
prof. Ing. Jakub Fischer, Ph.D. (Prague University of Economics and Business)	Member – on the proposal of the Academic Board
Ing. Jan Kubíček, Ph.D. (Czech National Bank)	Member
doc. Ing. Ladislav Socha, Ph.D.	Member – on the proposal of the Academic Board
prof. Ing. Radim Lenort, Ph.D., Alog., ING-PEAD IGIP	Member – on the proposal of the Academic Board
Mgr. Pavel Neset, Ph.D.	Member – by virtue of his position as Chair of the Academic Senate
prof. Ing. Milan Pospíšil, CSc. (University of Chemistry and Technology, Prague)	Member – on the proposal of the Academic Senate
Miroslav Sak	Member – on the proposal of the Academic Senate (until 22 October 2025)
Tomáš Kuchyňa	Member – on the proposal of the Academic Senate (from 23 October 2025)
doc. Ing. Helena Chytilová, Ph.D., M.A.	Member
prof. Ing. Jiří Strouhal, Ph.D.	Member – on the proposal of the Academic Board
doc. Ing. Pavel Štrach, Ph.D. et Ph.D.	Member – on the proposal of the Academic Board
Mgr. Petr Šulc	Member

Academic Senate

In 2025, the Academic Senate consisted of the following members:

Chamber of Academics	
Mgr. Pavel Neset, Ph.D.	<i>Chair</i>
Ing. Martina Beránek, Ph.D.	<i>Member (until 10 May 2025)</i>
doc. Ing. Jiřina Bokšová, Ph.D.	<i>Member</i>
Ing. Martin Juhas	<i>Member</i>
Mgr. Petr Kasal	<i>Member</i>
Ing. David Holman, Ph.D.	<i>Member</i>
Mgr. Lenka Stejskalová	<i>Member (from 11 May 2025)</i>
Chamber of Students	
Bc. Ema Hruběšová	<i>Vice-Chair (until 10 May 2025)</i>
Bc. Milada Běhounková	<i>Member (until 10 May 2025)</i>
Miroslav Landa, BSc	<i>Member (until 10 May 2025)</i>

Petr Malák, B.A.	<i>Member (until 10 May 2025)</i>
Kryštof Müller	<i>Member (until 10 May 2025)</i>
Jan Uma	<i>Member (from 11 May 2025)</i>
David Jelínek	<i>Vice-Chair (from 11 May 2025)</i>
Ondřej Šafka	<i>Member (since 11 May 2025)</i>
Jakub Dušánek	<i>Member (since 11 May 2025)</i>
Tomáš Kuchyňa	<i>Member (since 11 May 2025)</i>

1.2 Representation of a private university in the Czech universities' national team

Organisation	University representative	Role within the representative bodies
Czech Rectors Conference	doc. Ing. Pavel Mertlík, CSc.	<i>Member</i> until 30 June 2024
Czech Rectors Conference	prof. Ing. Ondřej Krejcar, Ph.D.	<i>Member</i> from 15 August 2024
Council of Higher Education Institutions	Mgr. Petr Šulc	<i>Member of the Presidium, Member of the Committee for Private Higher Education Institutions, Member of the Quality Committee</i>
Council of Higher Education Institutions	Bc. Ema Hrubešová	<i>Member of the Student Chamber</i>

1.3 The Vision of Škoda Auto University and its Strategic Objectives

Škoda Auto University is a leading Czech higher education institution specialising in business and technical-economic study programmes, working in close and systematic collaboration with Škoda Auto a.s. and other major partners from both the manufacturing and non-manufacturing sectors, particularly within the automotive industry. As a university founded by a globally active multinational industrial corporation, it uniquely combines academic excellence with the professional training of its students and theory with practice, whilst emphasising internationalisation and maintaining high academic standards. As part of international academic networks, it collaborates with renowned foreign and domestic universities. It helps shape the corporate culture of Škoda Auto a.s., enhances the reputation of the town of Mladá Boleslav as a centre of learning through the presence of its academic community, and attracts young people from all over the world to the Mladá Boleslav region. At the same time, it is active in other locations where Škoda Auto a.s. operates, both in the Czech Republic and abroad, including the capital city of Prague, where it develops the activities of its branch in close cooperation with Škoda Auto a.s.

Škoda Auto University fulfils a mission centred on preparing highly qualified business management specialists and experts who combine technical and business management knowledge and skills, ready to work within the environment of multinational industrial companies. The mission and vision of Škoda Auto University were reformulated and further refined by its Board of Trustees in 2023. The new wording of the mission and vision of Škoda Auto University is as follows:

MISSION

Škoda Auto University

- delivers unique study programmes in the technical fields of education, as well as in the fields of computer science and economics,
- reflects the latest scientific and educational trends,
- combines academic excellence with student placements and work experience,
- participates in national and international research projects,

- responds to the needs of leading companies in the automotive industry,
- achieves a high level of internationalisation,
- is committed to the values of sustainability, diversity and social responsibility,
- fulfils the university's third role at national, regional and local levels.

VISION

Škoda Auto University

- is an internationally recognised university with close links to industry, particularly the automotive sector,
- is attractive to talented and highly motivated Czech and international students,
- provides relevant knowledge, skills and practical experience, ensuring high employment rates for its graduates.

This mission is set out in detail in Škoda Auto University's strategic documents, in particular in the document 'Škoda Auto University Strategy 2022–2026', approved by the Board of Directors of Škoda Auto a.s., in the Škoda Auto University Strategic Plan for the period from 2021 onwards, and in the annual plans for its implementation. In 2023, the Board of Directors of Škoda Auto a.s. approved the ŠAVŠ Study Programme Development Plan 2023–2027, which further elaborates on the strategic objectives of Škoda Auto University set out in the Škoda Auto University Strategy 2022–2026; its content is reflected in the Implementation Plan for the Škoda Auto University Strategic Plan for 2025.

1.4 Changes to internal regulations in 2025

In 2025, the following internal regulations of ŠAVŠ were amended or newly drafted: the Statutes, the Study and Examination Regulations, the Rules of Procedure of the Academic Board, the Regulations on Study-Related Fees, the Regulations on Lifelong Learning, and the Regulations on Support Provided to Prospective Students and Students with Special Educational Needs.

The Statutes primarily reflected an organisational change whereby, with effect from 1 August 2025, following a decision by the ŠAVŠ Board of Trustees, the organisational structure of ŠAVŠ was amended; this involved merging the roles of Rector of the university and Director of the public benefit organisation, whilst at the same time establishing the post of Bursar, to whom certain powers and duties of the Director were transferred. This change has been reflected in other regulations accordingly. Furthermore, a terminological change has been made in Article 3(7). In Article 5(4), the list of documents approved by the Academic Board has been updated. The provision in Article 6 (Internal Evaluation Council) has been amended to allow an associate professor to be a member of the Internal Evaluation Council. Furthermore, the requirement that one-third of members be nominated by the Academic Board and one-third upon the recommendation of the Academic Senate has been repealed. In Article 8 (Disciplinary Committee), the restriction limiting members' terms of office to a maximum of two years has been repealed. Annex 2 contains a new organisational chart valid from the merger of the positions of director of the public benefit organisation and rector of the university, and the establishment of the position of Bursar. The organisational chart also reflects the merger of the Marketing Communications Department and the Lifelong Learning Department into a new department called the Department of Lifelong Learning and Marketing Communications.

In the internal regulation '**Regulations on Study-Related Fees**', a terminological change has been made following an amendment to the Higher Education Act. The term 'fee' has been replaced by the term 'payment'.

The internal regulation '**Regulations on Lifelong Learning**' has been newly created; specifically, the existing rules for lifelong learning courses have been consolidated within it.

The internal regulation '**Regulations on Support Provided to Prospective Students and Students with Specific Educational Needs**' was newly created as a registered internal regulation. Until now, this matter had been governed by an internal directive.

In **the Rules of Procedure of the Academic Board**, Article 1(2) has been amended to replace the Bursar with the director as a member of the Academic Board. Given the merger of the roles of director and rector, the director remains, de facto, a member in the person of the rector.

The Study and Examination Regulations have undergone significant changes. As ŠAVŠ is to submit an application for the accreditation of a doctoral study programme, a section entitled 'Organisation and Supervision of Studies in the Doctoral Study Programme' has been added to the Study and Examination Regulations (hereinafter referred to as the 'SZŘ'). Following this change, the structure of the Regulations has been amended, and the wording of certain articles not falling within the aforementioned section has been revised. Furthermore, additional amendments unrelated to the doctoral study programme have been made. New articles codifying the rules for transferring between study programmes have been added; a minimum credit threshold for progression to the second year of study has been set; and the rules for final theses with deferred publication have been amended. Further changes have also been made, though these are technical and administrative in nature.

1.5 Provision of information pursuant to Section 18 of Act No. 106/1999 Coll., on Free Access to Information

In 2025, the university did not receive any requests for information under Section 18 of Act No. 106/1999 Coll., on Free Access to Information.

2 Study programmes, organisation of studies and educational activities

2.1 Accredited study programmes

Accredited study programmes					
Škoda Auto University	Bachelor's degree programmes		follow-on Master's degree programmes		TOTAL
	FT	PT/D	FT	PT/D	
Broad ISCED-F fields					
Business, administration and law	4	2	4	2	12
TOTAL	4	2	4	2	12

All study programmes listed in the table above have been described using the learning outcomes methodology in accordance with the Qualifications Framework for Higher Education in the Czech Republic.

2.2 Accredited study programmes taught in a foreign language

Accredited study programmes taught in a foreign language					
Škoda Auto University	Bachelor's degree		follow-on Master's degree		TOTAL
	FT	PT/D	FT	PT/D	
Broadly defined ISCED-F fields					
Business, Administration and Law	1	0	1	0	2
TOTAL	1	0	1	0	2

All study programmes listed in the table above have been described using the learning outcomes methodology in accordance with the Qualifications Framework for Higher Education in the Czech Republic.

2.3 Joint/double/multiple degree programmes

Joint/Double/Multiple Degree study programmes	
Škoda Auto University	
Programme name	Double Degree programme in bachelor's degree fields of study/specialisations <i>Business Economics and Business Management/Business Management (ŠAVS) and Global Sales Management (UASS)</i>
Partner organisations	University of Applied Sciences Steyr, Austria
Affiliated organisations	–
Start of programme implementation	2010
Type of programme (Joint/Double/Multiple Degree)	Double Degree
Duration of study (semesters)	7 or 6 semesters, including 1 semester at the partner institution.
Programme type (Bachelor's degree, Master's degree (follow-on), Master's degree, Doctoral)	Bachelor's degree
Description of the organisation of studies, including student admissions and graduation	Outstanding students from the Bachelor's degree programmes at both universities are admitted to the programme, with approximately 3 students per year from each university. Students complete 5 semesters at their home university and 1 exchange semester at the partner university. The course structure for the semester at the partner university is set out in an agreement between the two universities.
How are the degree certificates and the diploma supplements issued?	Successful graduates of the programme are awarded a degree certificate and a degree supplement at their home university, as well as a degree certificate from the partner university.
How are student exchanges organised?	Student exchanges take place over the course of one semester with support from the EU's Erasmus+ programme.
Number of active students as of 31 December 2025	0

Joint/Double/Multiple Degree programmes	
Škoda Auto University	
Programme name	Double Degree programme in follow-on Master's degree programmes/specialisations: <i>Global Business and Marketing/International Marketing (ŠAVS)</i> and <i>Global Sales Management Master (UASS)</i>
Partner organisations	University of Applied Sciences Steyr, Austria
Affiliated organisations	–
Start of the programme	2012
Type of programme (Joint/Double/Multiple Degree)	Double Degree
Duration of study (semesters)	4 semesters, including 1 semester at a partner institution.
Programme type (Bachelor's degree, Master's degree (follow-on), Master's degree, Doctoral)	Master's degree (follow-on)
Description of the programme structure, including admissions and graduation	Outstanding students from master's programmes are admitted to the programme, with approximately 3 students per year from each university. Students complete 3 semesters at their home university and 1 exchange semester at a partner university. The course structure for the semester at the partner university is set out in an agreement between the two universities.
How are the diplomas and diploma supplements issued?	Successful graduates of the programme are awarded a degree certificate and a diploma supplement by their home university, as well as a degree certificate from the partner university.
How are student exchanges organised?	Student exchanges take place over the course of one semester with support from the EU's Erasmus+ programme.
Number of active students as of 31 December 2025	3

Joint/Double/Multiple Degree programmes	
Škoda Auto University	
Programme name	Double Degree programme in the following bachelor's degree fields of study/specialisations: <i>Business Economics and Business Management / Business Management (ŠAVS)</i> and <i>Bachelor of Business Administration in International Business</i> University of Applied Sciences Seinajoki
Partner organisations	University of Applied Sciences Seinajoki
Affiliated organisations	–
Start of programme implementation	2015
Type of programme (Joint/Double/Multiple Degree)	Double Degree
Duration of study (semesters)	7 or 6 semesters, including 2 semesters at a partner institution.
Programme type (Bachelor's degree, Master's degree (follow-on), Master's degree, Doctoral)	Bachelor's degree
Description of the programme structure, including admissions and graduation	Outstanding students from the Bachelor's degree programmes at both universities are admitted to the programme, with approximately 1–2 students per year from each university. Students complete 4 or 5 semesters at their home university and 2 exchange semesters at the partner university. The course structure for the semesters at the partner university is governed by an agreement between the two universities.
How are the degree certificates and the diploma supplements issued?	Successful graduates of the programme are awarded a degree certificate and a diploma supplement at their home university, as well as a degree certificate from the partner university.
How are student exchanges organised?	Student exchanges take place over a period of two semesters with support from the EU's Erasmus+ programme.
Number of active students as of 31 December 2025	0

Joint/Double/Multiple Degree programmes	
Škoda Auto University	
Programme name	Double Degree programme for bachelor's degree programmes / specialisations: Economics and Management: Logistics and Quality Management (ŠAVŠ) and Hochschule für Technik und Wirtschaft Dresden – University of Applied Sciences, Faculty of Business Administration (HTW)
Partner organisations	University of Applied Sciences Dresden, Germany
Affiliated organisations	–
Start of programme implementation	2021
Programme type (Joint/Double/Multiple Degree)	Double Degree
Duration of study (semesters)	7 semesters, including 2 semesters at a partner institution.
Programme type (Bachelor's degree, Master's degree (follow-on), Master's degree, Doctoral)	Bachelor's degree
Description of the programme structure, including admissions and graduation	Up to 4 outstanding students per year from each university's Bachelor's programmes are admitted to the programme. Students complete 5 semesters at their home university and 2 exchange semesters, one of which is spent at the partner university and the other at a company in the partner university's country. The course structure for the semesters at the partner university is set out in the inter-university agreement.
How are the diplomas and the diploma supplements issued?	Successful graduates of the programme are issued with a diploma and a diploma supplement by their home university, as well as a diploma from the partner university.
How are student exchanges organised?	Student exchanges take place over a period of two semesters with support from the EU's Erasmus+ programme.
Number of active students as of 31 December 2025	1

Joint/Double/Multiple Degree programmes	
Škoda Auto University	
Programme name	Double Degree programme for bachelor's degree programmes / specialisations: Economics and Management (ŠAVŠ) and Katholieke Hogeschool VIVES Zuid VZW – VIVES University of Applied Sciences (VIVES)
Partner organisations	VIVES University of Applied Sciences
Affiliated organisations	–
Start of programme implementation	2023
Type of programme (Joint/Double/Multiple Degree)	Double Degree
Duration of study (semesters)	7 semesters, including 2 semesters at a partner institution.
Programme type (Bachelor's degree, Master's degree (follow-on), Master's degree, Doctoral)	Bachelor's degree
Description of the programme structure, including admissions and graduation	Up to 4 outstanding students per year from each university's Bachelor's programmes are admitted to the programme. Students complete 5 semesters at their home university and 2 semesters each at the partner university. The course structure for the semesters at the partner university is set out in the inter-university agreement.
How are the degree certificates and the diploma supplements issued?	Successful graduates of the programme are awarded a degree certificate and a diploma supplement at their home university, as well as a degree certificate from the partner university.
How are student exchanges organised?	Student exchanges take place over a period of two semesters with support from the EU's Erasmus+ programme.
Number of active students as of 31 December 2025	0

Joint/Double/Multiple Degree programmes	
Škoda Auto University	
Programme name	Double Degree programme for bachelor's degree programmes / specialisations: Economics and Management (ŠAVŠ) and Albstadt-Sigmaringen University, Germany
Partner organisations	Albstadt-Sigmaringen University
Affiliated organisations	–
Start of programme implementation	2025
Programme type (Joint/Double/Multiple Degree)	Double Degree
Duration of study (semesters)	8 semesters, including 4 semesters at a partner institution.
Programme type (Bachelor's degree, Master's degree(follow-on), Master's degree, Doctoral)	Bachelor's degree
Description of the programme structure, including admissions and graduation	Outstanding students from the Bachelor's degree programmes at both universities are admitted to the programme. Students complete 4 semesters at their home university and 4 exchange semesters at the partner university. The course structure for the semesters at the partner university is set out in the inter-university agreement.
How are the degree certificates and diploma supplements issued?	Successful graduates of the programme are awarded a degree certificate and a diploma supplement at their home university, as well as a degree certificate from the partner university.
How are student exchanges organised?	Student exchanges take place over a period of 4 semesters.
Number of active students as of 31 December 2025	0

2.4 Accredited study programmes delivered outside the university's main campus or in collaboration with another university or higher vocational college

In 2025, Škoda Auto University ran a full-time follow-on Master's degree programme in Economics and Management at its branch in Prague. It also ran the Bachelor's degree programme in Economics and Management – specifically its specialisations in Human Resource Management, Financial Management and Business Management – and the Bachelor's degree programme in Business Economics and Management Information Systems, all as full-time programmes. The teaching employees were the same as that at the university's main campus. Teaching took place entirely in rented premises in the University of Economics building on Ekonomická Street in Prague.

In 2025, Škoda Auto University did not run any study programmes in collaboration with any other higher education institution based in the Czech Republic.

In 2025, Škoda Auto University did not run any study programmes in collaboration with a higher vocational college.

2.5 Credit-based study system, use of learning outcomes methodology

Studies at Škoda Auto University are organised using a credit system. According to the curriculum, each module is assigned a number of credits corresponding to the average study load required for its successful completion. The study load per credit is set at 28 hours. The study load for one semester amounts to 30 credits. In the Bachelor's degree programme *in Economics and Management*, accredited under the legislation in force until 2016, a minimum of 180 credits must be obtained over the course of the entire programme; in other Bachelor's degree programmes, 210 credits are required over the course of the entire programme, with 30 credits awarded for completion of a professional placement. In the corresponding Master's degree programmes, a minimum of 120 credits must be earned over the course of the programme. Credits are awarded either with a grade, i.e. through an examination or a graded credit, or without a grade, i.e. as a credit. Both bachelor's and master's degree programmes culminate in a final state examination, which includes the defence of a final thesis.

The credit system enables a quantified assessment of academic progress. The basic principle of the credit system is that a degree is not awarded after completing a certain number of years of study, but after obtaining a certain number of credits and passing various types of examinations. The credit system allows individual students to choose their own pace of study.

The credit system is successfully used in organising student mobility abroad, particularly within the Erasmus programme. Students who complete one academic semester at one of the partner institutions abroad are able, on the basis of the credit values of successfully completed modules, to transfer these academic results and have them fully recognised within the Škoda Auto University study programme.

Detailed descriptions of *learning outcomes* are incorporated into the course descriptions for all modules, whilst a grading system is consistently applied that enables a more precise assessment of students' performance in individual modules and serves as a tool for more accurate comparison with academic results and grading systems at other higher education institutions both within and outside the EU. The structure of the course descriptions (syllabuses) for all modules thus fully complies with ECTS requirements.

Since 2019, a system has been fully implemented which, in addition to incorporating the formulation of learning outcomes in individual modules, enables the linking of their assessment to module grading, a detailed evaluation of their achievement, and the provision of feedback to students on their progress. Learning outcomes are defined for each course on the basis of a standardised methodology. The final mark in each subject is expressed as a grade: 1 – excellent, 2 – very good, 3 – good, 4 – fail, along with a percentage indicating the extent to which the requirements have been met. Furthermore, the achievement of individual learning outcomes is assessed on a formative basis in each subject. Students thus receive detailed feedback on their work in the subject. The assessment of learning outcomes is conducted with the full support of the AIS information system, where the results are also available to students.

In accordance with the Higher Education Act, Škoda Auto University issues all graduates with a Diploma Supplement, the content and structure of which correspond to the model developed by the European Commission, the Council of Europe and UNESCO/CEPES.

Škoda Auto University has held the DS Label since 2013.

2.6 Other educational activities beyond the delivery of accredited study programmes

2.6.1 Lifelong learning courses

The system of lifelong learning courses offered to both the corporate sector and the general public is based on the expertise of the college's academic employees. The range of courses on offer is continuously updated. In 2025, several specialist courses were delivered, primarily for employees of partner companies. These were predominantly face-to-face courses. In 2025, the university ran the following courses as part of its lifelong learning programme:

Course title	Number of participants	Duration [hours]
Inventory Management	1	6
Megatrends in Logistics	17	7
Procurement and Inventory Management	14	7
Production Planning	8	7
Megatrends in Logistics II.	11	7
Logistics through play	30	2
Preparatory Course in Mathematics	33	30
Physics Preparatory Course	5	20
Educational Programme for Ukrainian Teachers – Reading Club	12	120
CAE Preparation Course	7	20

The scope and number of participants in each course are shown in the following two tables:

Lifelong learning courses at the university – number of courses								
	<i>Courses focused on professional practice</i>			<i>Leisure courses</i>			U3V	TOTAL
Broadly defined ISCED-F fields	up to 15 hours	16 to 100 hours	more than 100 hours	up to 15 hours	16 to 100 hours	more than 100 hours		
Education and training						1		1
Social sciences, journalism and information sciences		1						1
Business, Administration and Law	1							1
Natural Sciences, Mathematics and Statistics					2			2
Information and Communication Technology								
Engineering, manufacturing and construction	5							5
TOTAL	6	1			2	1		10

Lifelong learning courses at universities – number of participants								
	Vocational courses			Leisure courses			U3V	TOTAL
Broadly defined ISCED-F fields	up to 15 hours	16 to 100 hours	more than 100 hours	up to 15 hours	16 to 100 hours	more than 100 hours		
Education and training						12		12
Social sciences, journalism and information sciences		7						7
Business, Administration and Law	1							1
Natural Sciences, Mathematics and Statistics					38			38
Information and communication technology								
Engineering, manufacturing and construction	80							80
TOTAL	81	7			38	12		138

Continuing Education Programme: Online MBA

In 2025, Škoda Auto University continued to deliver its online MBA programme, which is run under the accreditation of the ACBSP (*Accreditation Council for Business Schools and Programmes*) and CAMBAS. The online MBA programme is delivered entirely via Microsoft Teams in English. The programme lasts 24 months, with one study module – a course – scheduled for each calendar month during the first 18 months. The teaching for each module comprises both synchronous and asynchronous components. The teaching is delivered by lecturers from Škoda Auto University, industry experts and lecturers from partner universities abroad.

In 2025, the programme had 43 students, all of whom were graduates holding at least a bachelor's degree from countries such as the Czech Republic, Poland, Germany and Canada; 18 of them successfully completed their studies in 2025.

2.6.2 Compulsory internship

Compulsory internship is a compulsory component of bachelor's degree programmes and follow-on master's degree programmes with a professional profile. At bachelor's level, it is set at 20 working weeks and takes place in the 5th semester of study. At the follow-on master's level, it is scheduled for the first and second semesters of study, lasting at least three weeks in each instance.

The table below details the placement of students during this compulsory internship across the various departments of Škoda Auto a.s. and at other partner companies.

Placement of students during compulsory internship in 2025 Bachelor's degree programmes (171 students)					
domestic			Overseas		
Place of Internship		Number	Place of Internship		Number
Škoda Auto a.s.	department G (Management, PR)	7	Concern brands		
	department P (production, logistics)	21			
	department B (Purchasing)	3			
	department E (technical development)	15		Porsche Central and Eastern Europe	1
	department V (sales, marketing)	8			
	department F (Finance and IT)	2			
	department S (HR)	22			
Total: Škoda Auto a.s.		78	Total for Group brands		1
External companies	partner companies	2	Foreign companies outside the Czech Republic	Kaštieľ, s. r. o.	1
				Ebersbach- Neugersdorf Town Council Automotive Service	1
	Other	82			
				Foreign companies in the Czech Republic	6
	Total external companies (domestic)		84	Total external foreign companies	
Total domestic		162	Total foreign		9

Placement of students during compulsory internship in 2025 follow-on Master's degree programme in Industrial Management, Business Economics and Management Information Systems (total number 18)			
Domestic		International	
Place of internship	Number	Place of internship	Number
Škoda Auto a.s.	14	Group brands	0
Total Škoda Auto	14	Total Group brands	0

External companies		Number	Other foreign companies	Number
Others	Čeps, a.s.	1		1
	Adastra s.r.o.	1		
	CMS s.r.o.	1		
Total domestic external companies		17	Total Foreign external companies	1

Students complete a compulsory internship of their own choosing at Škoda Auto a.s., a partner company in the Czech Republic or abroad (primarily within the VW Group). All brands within the VW Group have a detailed internal system for student placements, which provides a good guarantee of the high quality of placements for ŠAVŠ students.

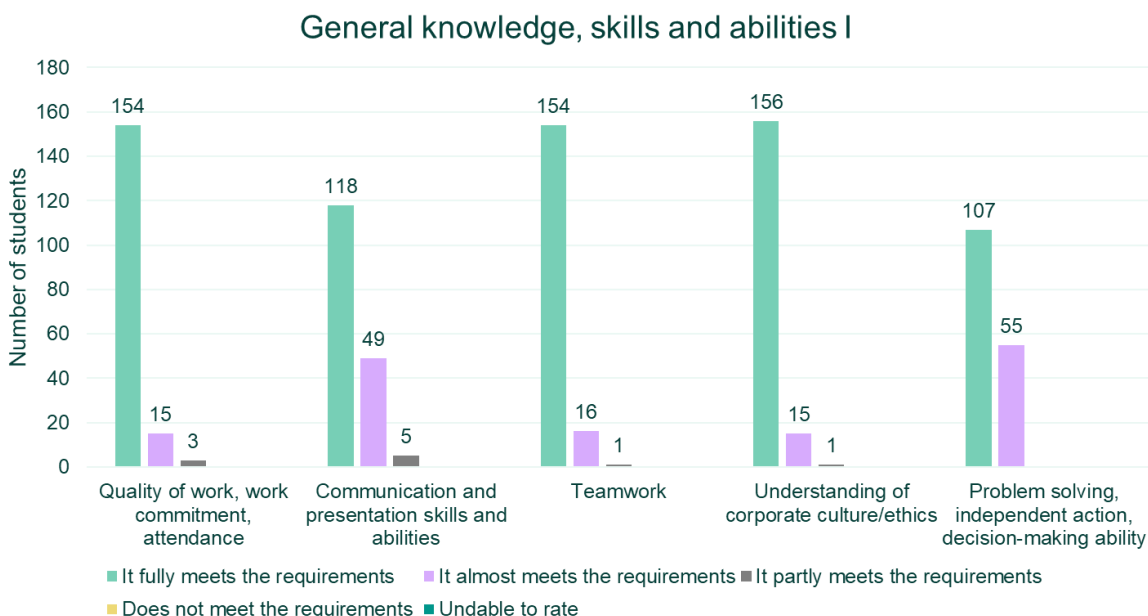
Feedback following completion of the placement is provided via a standardised written '*Certificate of Completion of Compulsory Internship and Student Assessment*' and a '*Student Report on Internship*'. These documents specify the scope of activities assigned to the student during the internship and the range of tasks they carried out; they also include an assessment of the student's performance during the internship by their supervisor. This assessment reflects the fulfilment of the learning objectives of the individual study programmes and specialisations.

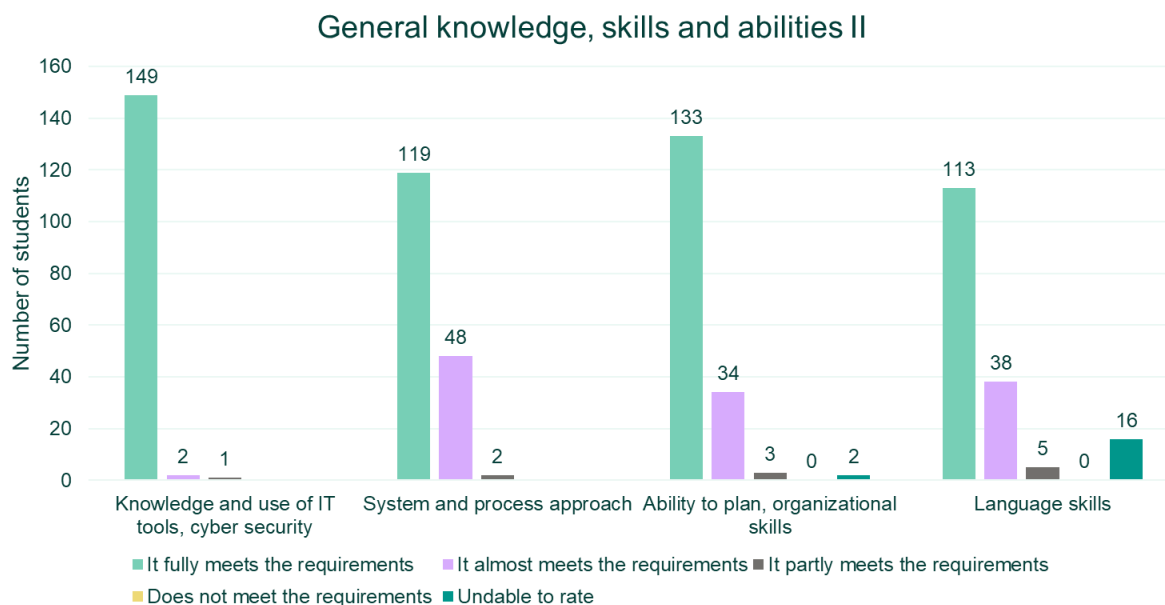
Typically, the focus of the activities undertaken during the compulsory internship forms the basis for the student's subsequent choice and development of their bachelor's thesis topic. Completion of the compulsory internship is a prerequisite for being assigned a bachelor's thesis. The result is a targeted link between the professional placement and the topic of the bachelor's thesis. In their final theses, students address specific issues set by the provider of the compulsory internship. Supervision of the bachelor's thesis is conducted by experts from the study programme/specialisation at the respective departments.

Detailed assessment results are available to the programme coordinators of the individual study programmes and specialisations.

The following charts provide a summary of selected assessment results for trainees, as evaluated by their placement supervisors in the areas of general knowledge, skills and abilities:

**Results of the evaluation of students on Škoda Auto University's bachelor's degree programmes
as part of their professional placements in 2025 (number of students)**





2.6.3 Other activities

In 2024, Škoda Auto University also conducted the following activities at individual departments, going beyond the scope of standard teaching in accredited degree programmes:

The Department of Languages and Intercultural Competences (KJPIK) has long been involved in a wide range of educational, research and outreach activities aimed at students and teaching employees at the university, as well as professionals and the general public. Since 2017, ŠAVŠ has been a certified examination centre for Cambridge International Language Examinations, through which 17 FCE certificates and 12 CAE certificates were awarded in 2025. KJPIK also ran online preparatory courses led by Oleksandra Chaban and Barbora Valcová, this time attended by seven students.

In 2025, the department strengthened its internationalisation efforts through academic mobility, project collaboration and guest lectures. Dagmar Siegllová delivered two guest lectures abroad – on 17–18 February 2025 at the Vienna University of Business and Economics in Austria and on 17 December 2025 online for Woxsen University in India. These activities led to the establishment of new collaborations, joint research and publication activities, and the preparation of projects. Department employee also actively participated in outgoing mobility programmes and international project meetings. Lenka Stejskalová took part in activities for the REnForce project in Armenia and the BAIT HEI project in Spain, and undertook a professional consultancy mobility programme in Brussels. Miluše Löffelmannová took part in an Erasmus+ training mobility programme at the University of Lisbon, focused on sharing experiences and cooperation in the field of tandem teaching. Dagmar Siegllová undertook a work mobility programme at WU Wien, where she led a specialist workshop and presented the activities of ŠAVŠ. In terms of incoming mobility, meetings were held at ŠAVŠ with representatives from FH Zwickau, focusing on developing cooperation in the field of tandem teaching and exchanges. The internationalisation activities also included the participation of Dagmar Siegllová and Lenka Stejskalová in ŠAVŠ International Week through specialist workshops for international participants.

The Department is actively working on the development, modernisation and digitisation of language teaching. Employees Oleksandra Chaban and Kevin Glanville completed modules 3 and 4 of the e-learning resources for the course 'English for Academic Purposes'. In 2025, Zuzana Havlisová and Vladimíra Soukupová revised and updated the e-learning resources for the course 'German A2' – modules 1 and 2; a revision of further resources is planned for 2026. Support for students with special needs is also part of the modernisation of teaching, including adaptations to study materials and tests (described in detail in the CP section elsewhere in this document).

Language teaching was regularly enriched by guest lecturers from the professional field. In 2025, Ing. Jan Kotík, MBA, from Škoda Auto, was a guest lecturer on the AJC1 course, Module 1, and Stanislav Radocha from NMS Market Research on Module 2. In the 'Language Management' course, Mgr. Tamah Sherman, Ph.D., from the Czech Academy of Sciences, contributed a session on 'Testing the language

skills of foreign nationals for the purposes of permanent residence', whilst doc. RNDr. Eva Janská, Ph.D., from the Faculty of Science at Charles University, presented on 'The Integration Compass – a tool for measuring the integration of foreign nationals'.

The development of language teaching also included the systematic integration of students from India into AJC1 modules within the Master's programmes. In response to student interest, a one-semester basic German course was also organised for students from India.

During the period under review, the department developed innovative approaches to language teaching through project-based, immersive and internationally connected teaching. As part of the AJC1 modules, full-semester projects were carried out focusing on professional preparedness, teamwork and the development of intercultural competences. Teaching included simulations of work situations, working with authentic materials from professional sources, elements of the flipped classroom and new forms of assessment, including video abstracts reflecting the advent of AI. Another significant element was tandem collaboration in Czech-Indian student pairs. These innovations were also reflected in the teaching of other languages, particularly through tandem teaching in German in collaboration with foreign partner institutions and the introduction of new study materials supporting the competence-based and digital dimensions of learning. In the AJB2 module, new assessment methods and adjustments to testing for students with special needs were introduced, including the use of AI, gamification and role-play activities. The practical focus of teaching was further strengthened in the Language Management module through field-based teaching, direct contact with industry experts and participant observation of authentic communication situations in an international corporate environment. The innovations also included joint seminars with guest speakers held in both semesters as part of the Language Management and ČAU modules at the MB and PHA campuses. As part of these, two specialist lectures and two workshops were held, focusing on the integration of foreign nationals and the testing of their language skills for the purposes of permanent residence; these contributed to the sharing of experiences between Czech and international students and to strengthening the link between teaching and current professional practice.

In 2025, KJPIK employees were actively involved in academic activities at both national and international levels. On 29 May 2025, the department took part in the Online Day with CASAJC, during which the Centre's support activities and the results of a study on student needs at ŠAVŠ were presented. Furthermore, a project funded by the Internal Grant Agency (IGA) and led by Dagmar Siegllová was conducted, focusing on the development of language policy at Škoda Auto a.s. over the past 25 years. As part of the project, 40 individual and group interviews were conducted in both administrative and operational departments, which formed the basis for the forthcoming study. Dagmar Siegllová also collaborated with Vladimíra Soukupová and Oleksandra Chaban on longitudinal research into the language biographies of female teachers from Ukraine, in cooperation with the Institute of the Czech Language of the Czech Academy of Sciences; the interim results were presented on 17 October 2025 at a workshop organised by the Czech Academy of Sciences.

Employees from the department also took part in academic conferences. Dagmar Siegllová spoke at the 33rd annual conference of the Czech Association for Educational Research and at the international online conference 'English and Other Languages on the Labour Market', where she presented papers on language management at Škoda Auto a.s. and the integration of students from India into ŠAVŠ programmes. On 12 September 2025, members of the department took part in the 'Day with Language Centres' event at the Faculty of Arts, Charles University in Prague, which focused on interculturalism and plurilingualism. Another significant event was participation in the Thirty-Second International Conference on Learning, organised by the University of Granada, where Ioana Giurgiu, in collaboration with Miluše Löffelmannová, presented a paper focusing on the challenges and opportunities of using artificial intelligence in education. Another international presentation took place at the conference 'English and Other Languages on the Labour Market' (Poland, online), where Dagmar Siegllová and Lenka Stejskalová presented the results of the IGA project and discussed the integration of international students and language management in multinational companies. The Department also took part in the professional event 'A Day with Language Centres', organised by the Faculty of Arts and the Faculty of Social Sciences at Charles University, which focused on interculturalism and plurilingualism.

The department's publishing activities in 2025 were characterised by intensive international collaboration. A research paper co-authored with an international colleague was published, focusing on supporting students with autism spectrum disorder in higher education. Three further articles, produced in collaboration with international partners, were submitted for peer review in international academic journals during the year; these focused on cross-border cooperation in higher education, the sustainability of international student projects, and the linguistic and sociocultural aspects of globalisation.

The Department actively cooperates with the International Office of the ŠAVŠ. Employees at the Department of Pedagogy, Psychology and Information Technology (KJPIK) are involved in managing and assessing the admissions process for international students. Together with other departments, KJPIK employees participate in the implementation of international projects. Lenka Stejskalová, Kevin Glanville and Dagmar Siegllová are collaborating on the BAIT HEI (Brilliant AI Toolkit – Higher Education Instructors) project, which focuses on developing education in the field of artificial intelligence at higher education institutions. The project's second international meeting took place in Málaga on 15–16 September 2025. Lenka Stejskalová, Dagmar Siegllová, Miluše Löffelmannová, Zuzana Havlisová, Oleksandra Chaban and Vladimíra Soukupová are involved in the CREATE (Czech Resilience in Europe through Awareness, Training and Empowerment) project, funded under the Erasmus+ Jean Monnet Actions programme.

The department also organised workshops and lectures for professionals in the field. On 25 September 2025, Dagmar Siegllová led a training session for primary and secondary school teachers on the topic of supervising and marking pupils' final or end-of-year projects for the Hradec Králové Regional Institute for Education and Innovation. In January 2025, she led a series of workshops on the same topic for administrative employees at ŠAVŠ.

The Department is a member of CASAJC (the Czech and Slovak Association of Language Centres). Lenka Stejskalová served as a member of the Association's Committee, focusing on inter-institutional cooperation at both national and international levels. Dagmar Siegllová was a member of the Association's Audit Committee and focused on cooperation with the business sector in the field of language management, teaching methods, and the modernisation and popularisation of language education, including through publications with Grada Publishing.

The Department of Production, Logistics and Quality Management holds accreditation from the European Logistics Association for its bachelor's specialisation in Logistics and Quality Management and its bachelor's degree programme in Industrial Management. As a result, it awards the European 'Candidate European Logistician' (cELog) certificate to students with very good academic performance. For students in other specialisations and programmes, course packages are available, enabling them to obtain the Logistics Management I and II certificates under the auspices of the Czech Logistics Association.

The Department offers three modules focusing on logistics, procurement and quality, where teaching is delivered through lectures by managers from various departments at Škoda Auto a.s. These modules are: Selected Cases from Logistics Practice (for logistics managers), Selected Issues in Procurement (procurement managers) and Selected Chapters in Quality Management (quality managers). In 2025, as part of the course 'Team Project: Collaboration with Industry', experts from Logio delivered teaching on the topic of Veritico Flow Edu. This course was taught in English.

The Department has established and is continuing to expand its production and logistics laboratory. In addition to the existing equipment, which comprises interactive teaching kits for developing skills in lean manufacturing tools, development kits for tubular racking systems to develop skills in their design and assembly, and a teaching module for product auditing using mixed reality, new IoT solutions were installed in 2025 based on 3D sensors and Adastra's IoT analytics platform, exe's UWB Real-Time Location System (RTLS), Marvelmind's ultrasonic RTLS and exe's Infinity Twin digital twin (full licence). At the same time, so-called 'minikarakuri' logistics systems were developed in collaboration with students. The laboratory is primarily used in the modules 'Lean Manufacturing Methods', 'Lean Manufacturing Methods II' and 'Logistics Practical', but also in other modules organised by the department. In addition to the equipment in the production and logistics laboratory, the department also utilises other interactive forms of teaching in its courses: the Marketplace Live – Supply Chain & Channel Management simulation game (in the course 'Supply Chain Management Simulation'), management games (e.g. the NLK game, the Beer Game), the IKS e-gambling system (including barcode scanners), and Twinzo (digital twin).

Specialised software also forms an integral part of teaching: Plant Simulation (software for computer simulation of business processes), CPLEX, AMPL (optimisation software), Easy Cargo (software for loading and unloading lorries), Leanix (software for process mapping), and GanttProject (software for creating schedules). Among modern teaching methods, the department utilises the flipped classroom, silent brainstorming, peer learning and project-based learning in selected modules.

In collaboration with Regensburg University of Applied Sciences (Germany), the elective module 'Innovative Trends in International Supply Chain Management' is delivered to teams of students from both universities. As part of this module, students attend lectures by guest experts, visit industrial companies in the Czech Republic and Germany, and analyse and present the results of case studies. The Department also oversees the interdisciplinary course 'Strategic Sustainability Management', which is taught by employees from four departments at ŠAVŠ and which consolidates the knowledge and skills students have acquired throughout their studies. At the same time, it contributes to the teaching of the interdisciplinary course 'Sustainable Innovation Mindset'.

As part of the courses taught by the department's employees, guest lectures by industry experts on selected topics and field trips are organised. In 2025, the following lectures were held: Procurement processes in times of crisis (Continental Automotive Technologies), Connectivity in automotive procurement (Škoda Auto a.s.), Digitisation in construction (OneStopPro), Traditional and agile project management (Škoda Auto a.s.), Process assessments (SAP), Innovations at Škoda Auto – not just in the Procurement department (Škoda Auto a.s.), Creating shared value (Business Leaders Forum), AI, Gen Z (Škoda Auto a.s.), Procurement with a purpose (Benteler), Procurement strategies (Comsell.CZ s.r.o.), IKS, pull principle (Manufactus), Systems thinking in management (DHL Supply Chain), Green logistics (Škoda Auto a.s.). Field trips were organised at Škoda Auto a.s., CONTINENTAL AG, Krones AG, Magna Exteriors & Interiors Bohemia s.r.o., Motherson SAS Automotive Service Czechia s.r.o., DHL Supply Chain and Proseat Mladá Boleslav s.r.o.

In addition to lectures by practitioners, lectures by international experts are organised for students. These were delivered as part of the modules Green Logistics, Supply Chain Management, Production Management and Supplier Quality Management. In 2025, the department also contributed to the delivery of the Blended Intensive Programme 'New-Generation Green Business: Leading the Change with the Purpose', which was attended by 36 students from 11 countries around the world. The department actively supports talented students. One ŠAVŠ student took part in a contract research project conducted for Škoda Auto a.s. Two students from the department represented ŠAVŠ at the International Student Scientific Conference mŠVOK 2025, where Bc. Matěj Rek won the Rector's Award from the organising university in the competition for the best presentation. Student Bc. Tereza Macháčová reached the final of the Laurin & Klement competition with her dissertation. Students on the Green Logistics course undertook and defended projects commissioned by Škoda Auto a.s.

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Throughout the year, members of the department were actively involved in giving talks at open days and lectures for secondary school pupils.

The Department of Law and Economics is actively involved in delivering lectures for both the professional and general public beyond the scope of standard teaching and contributes to the promotion of the university. Its members are active in many prominent professional organisations at the national level.

PhDr. Jiří Malý regularly attended meetings of the National Convention on the EU, organised by the Office of the Government of the Czech Republic.

Mgr. Pavel Neset, Ph.D., serves as an assessor on committees of the National Accreditation Office. Since 2022, he has been a member of the Government's National Economic Council. He is regularly invited to appear on public service television, where he comments on macroeconomic issues. In collaboration with the VŠB – Technical University of Ostrava, he contributed to the TAČR Beta 2 (TITSMPO116) project: 'Proposal for a Strategic Framework for Higher Education in the Automotive Sector', which was completed in 2025.

In 2025, the Department of Economics and Law was strengthened in terms of both employees and expertise through the appointment of Assoc. Prof. Ing. Helena Chytilová, Ph.D., M.A. In her role as Vice-Rector for International Relations, she contributed to the development of internationalisation, the deepening of international partnerships and the strengthening of the international profile of both the university and the department. In the teaching sphere, she began delivering the course 'Macroeconomics II' in English for students on the follow-up Master's programme and the course

'Behavioural Financial Economics' in both Czech and English for Master's students. At the same time, she became the programme coordinator for the Bachelor's and Master's degree programmes in Business Economics and Information Management. In 2025, she was also affiliated with the University of Piraeus as a research fellow, where she developed academic and institutional cooperation between the two institutions. In September 2025, she attended the COMSYS international conference, where she received the Best Paper Award. In 2025, the Department of Economics and Law also invited visiting professor Theodoros Koutmeridis, who delivered a lecture entitled 'Economics, Psychology and Experiments' for students and an academic lecture entitled 'Do Prices Affect Domestic Violence?'. These activities contributed to the development of the department's teaching, research and international activities.

The Department of Marketing and Management, led by the Head of Department, Assoc. Prof. Ing. Pavel Štrach, Ph.D. et Ph.D., in collaboration with the VŠB – Technical University of Ostrava, completed the TAČR Beta 2 (TITSMPO116) project: *'Proposal for a Strategic Framework for Higher Education in the Automotive Sector'*. Under the leadership of the Deputy Head of Department, Ing. Eva Jaderná, Ph.D., the project 'Student Grant Competition: *Sustainable Transport, Housing and Nutrition through the Eyes of Czech Consumers*' was successfully completed. Members of the department also participated in research tasks conducted across the university, such as the INTREPID-HEI, BAIT-HEI, and ReInFORCE projects. The Head of Department, Assoc. Prof. Štrach, was the principal investigator of the Erasmus Mundus Design Measures project "Automotive Computing for Mobility Innovation", focused on developing a new international Master's degree programme. For his work on this project, he received the "Co-Create to Educate" International Collaboration Award at the Joint and Double Degree Programmes in Europe conference, held on 26–27 November 2025 in Łódź, Poland.

As can be seen from other sections of this annual report, several visiting professors from abroad visited the department during 2025, including Assoc. Prof. Ing. Michal Stričík, Ph.D., and Ing. Janka Kopčáková, Ph.D., MBA, from the University of Economics in Bratislava, and Prof. Dr. Tiit Elenurm from the Estonian Business School. From the perspective of international relations, the Head of Department oversaw the double-degree programmes, whilst negotiations were underway to update the double-degree agreement with the Fachhochschule Oberösterreich in Steyr, Austria.

The Department organised the delivery of specialised modules leading to the award of 'Purchasing Expert' certificates for students on the follow-on Master's degree programme in Economics and Management, with specialisations in International Marketing or International Supply Chain Management, and the 'Purchasing Specialist' certificate for students on the Bachelor's degree programme in Business Economics and Management, specialising in Business Management and Logistics and Quality Management, with the support of the Purchasing department at the founding company, Škoda Auto. Lecturers from the department offered students the opportunity to engage actively through numerous innovative teaching methods and participation in projects. In the field of applying new teaching methods, collaboration continued between students at Škoda Auto University and students at the Czech Technical University (ČVUT) as part of the Formula Student project, led by Ing. Martina Beránek, Ph.D. In the B2B Marketing module, a purchasing negotiation exercise took place with the participation of professional buyers.

In 2025, in terms of the department's staffing, Associate Professor Ing. Jana Příkrylová, Ph.D., retired, and the fixed-term part-time contract of Ing. Iveta Němečková, Ph.D., came to an end. Ing. Radek Čajka, Ph.D., joined the department on a part-time basis to strengthen its capacity in the field of international trade and marketing. In 2025, there was a significant increase in the involvement of industry experts in teaching, with guest lectures delivered by, amongst others: Veronika Myšková, Senior Researcher at BehavioLabs, on the course 'Marketing Research'; Petr Dolejší, Sustainable Mobility Director at ACEA, on the course 'PR'; Michal Kadera, Head of External Affairs at Škoda Auto a.s., for the PR module; Vasilii Ostin, VAQ – Sales and After-Sales Training Academy at Škoda Auto a.s., for the PR module; Ivana Geist, Buyer at Qpack, for the B2B Marketing module; Michaela Stachová, Executive Director of the Business Leaders Forum, for the B2B Marketing module; Pavel Plíhal, Expert Coordinator for CI/CD Strategy, Corporate Identity at Škoda Auto a.s., in the subject of Brand Management; Antonio Mineo, Head of Brand Strategy at Škoda Auto a.s., in the subject of Brand Management; Nikita Dobrynin, Head of Corporate Strategy at Škoda Auto a.s., in the subject of International Management; Dalibor Kopáč, Head of Body System Development at Škoda Auto a.s., in the subject of International Management;

Aneta Richterová, Senior RTB Consultant at seznam.cz, for the module Digital Marketing and E-commerce; Eliška Nová, RTB Consultant at seznam.cz, for the module Digital Marketing and E-commerce; Jiří Novotný, RTB Team Leader at seznam.cz, for the module Digital Marketing and E-commerce; Dr Filip Huněk, Actum Digital, for the module 'Digital Marketing and E-commerce', Jana Vychroňová, Diversity Manager at Vodafone Czech Republic, for the module 'Diversity Management', Václav Horecký, Project Coordinator for Development Programmes at Škoda Auto, for the module 'Diversity Management', Matúš Pravda, Strategy Manager at Novartis, for the module 'Diversity Management'; Kamila Prosická, Head of the PR Team for President Petr Pavel, for the module 'Marketing'; Tomáš Čech, founder of Angry Beards, for the module 'Marketing'; Alexandra Bendeová, 'One-Minute Speaker – The Basics of a Great Presentation', for the module 'Marketing Communication'; Lubomíra Rybošová and Fabio Cocomazzi, L'Oréal, Brandstorm, in the course 'Marketing Communication'.

In 2025, the **Department of Human Resource Management** played an active role in advancing the internationalisation of teaching, expanding educational activities – including lifelong learning programmes – and carrying out contract research projects in collaboration with industry.

In 2025, the department underwent a significant expansion of its employees. The team was joined by Dr Katarína Sedlářová, Dr Anna Ulrichová, Dr Zuzana Šidlichovská and Dr Iveta Zelenková. The new colleagues brought specialist expertise, particularly in the areas of case management, social work and psychological support, wellbeing, volunteering, data-driven HR, data analytics and intercultural studies. The expansion of the team thus contributed significantly to strengthening the department's academic base and to the development of new teaching and research topics.

In the area of internationalising teaching, the department conducted a number of activities in collaboration with partner institutions abroad. In February and September 2025, Dr Cory Isaacs from SeAMK University in Finland taught the modules '*Social Communication*' and '*Intercultural Business Communication*'. In return, Dr Anna Ulrichová taught the course '*International Business and Communication*' at the partner university SeAMK in Finland, where she focused on issues of intercultural management.

The Department also participated in international educational activities conducted in collaboration with European universities. Dr Eva Švejdarová took part in a teaching programme at the University of Regensburg focusing on the use of artificial intelligence in small and medium-sized enterprises. The programme comprised several weeks of face-to-face teaching in Regensburg, followed by an online component and a final applied project by the students focused on the implementation of AI solutions in businesses.

Long-term cooperation with FH Münster – Münster School of Business is also continuing. As part of this collaboration, an international workshop focusing on intercultural communication, ethics and the use of AI in international business was held, led by Dr Eva Švejdarová together with lecturer Cathrin Ruppe.

A significant milestone in the field of lifelong learning was the ceremonial presentation of the first certificates for the *Strategic Human Resource Management Foundations* programme, which took place on 21 May 2025 at the Škoda Museum in Mladá Boleslav. The programme is run in collaboration with Škoda Auto University, Škoda Auto a.s. and the Czech Association of Human Resource Professionals, and is academically supervised by Dr Eva Švejdarová. Graduates of the programme received a certificate confirming their knowledge and practical experience in the field of strategic human resource management, including work experience in Škoda Auto's HR department.

The Department further developed its close collaboration with industry. Twelve experts from Škoda Auto were involved in teaching the second-year module '*Selected Cases from HR Practice*', during which they introduced students to current challenges and practical experiences in the field of human resources management.

In the field of applied research, the 'Wellbeing' project was conducted, led by Dr Eva Švejdarová in collaboration with Dr Katarína Sedlářová. The project established a strategic framework for the systematic management of employee wellbeing at Škoda Auto.

Dr Eva Švejdarová also took part in a number of educational and outreach activities, including a lecture for professionals focusing on intercultural communication. At the same time, she supervised student projects commissioned by industry experts as part of the interdisciplinary modules '*Strategic*

Sustainability Management and *Sustainable Innovation Mindset*. These modules were delivered in the format of Blended Intensive Programmes (BIP) and involved students from 17 countries around the world.

In 2025, the department also conducted three major tenders for educational programmes focused on intercultural competencies, resilience development and a management academy for Škoda Auto and the statutory city of Mladá Boleslav.

The department's activities thus contribute to strengthening the international character of teaching, deepening cooperation with industry, and developing applied research in the field of human resource management.

The Department of Quantitative Methods once again ran intensive preparatory courses in mathematics and physics for new students; the latter course is intended primarily for prospective students of the Industrial Management programme. Members of the department organised an induction programme for new students at ŠAVŠ.

During 2025, extensive changes were implemented to the way the courses 'Statistics' and 'Statistics for Economists' were taught, involving a transition to the use of MS Excel. A new course focusing on data analysis, 'Data Analytics and Artificial Intelligence', was internally accredited and introduced into the curriculum; its development and delivery were led by the department's new member, Prof. Horák, with contributions from Mgr. Petr Kasal, Mgr. Pavel Brom, Ph.D., and Mgr. Radka Picková, Ph.D. Members of the department delivered several lectures to pupils at secondary and primary schools on topics in the fields of ICT, applied mathematics and physics. Mgr. Pavel Brom, Ph.D., focused on expanding the equipment at the Hejdovka laboratory centre for the purposes of teaching physics. Mgr. Petr Kasal managed and further developed the activities of the university's sports club, USK, and also organised the induction course for new students. Members of the department were part of the research teams for several TAČR projects, contract research and IGA projects, providing statistical data analysis within these teams.

Mgr. Pavel Brom, Ph.D., was the principal investigator for projects funded under ŠKO-ENERGO's grant programmes, entitled 'The Physics of Travel' and 'Physical Principles, Safety, Environmental Friendliness and Economic Efficiency of Various Means of Transport' at summer day camps for children.

Mgr. Petr Kasal was involved in preparing primary school pupils for secondary school entrance examinations.

In 2025, **the Department of Finance and Accounting** continued to systematically incorporate the latest trends in current accounting and tax legislation into the teaching process across all subjects, including new regulatory requirements at EU level, the introduction of new tax regimes, forthcoming new accounting legislation and developments in ESG reporting. A significant innovation in 2025 was the accreditation of three new modules reflecting current developments in the field of non-financial reporting. The introduction of these modules responds to the growing importance of disclosing ESG information in the corporate environment and to the changing requirements of employers. In connection with the new regulatory requirements, the graduate profile for the 'Financial Management' specialisation was also revised to better reflect current industry requirements.

In the field of science and research, the department continued its research activities following on from a three-year internal grant project conducted between 2022 and 2024, which focused on quantifying the economic externalities of the development of electromobility in the Czech Republic – 'The impacts of the successful development of electromobility on the Czech Republic's tax mix in the context of EU policies'. The project was conducted by a research team from the Department of Finance and Accounting comprising Ing. Bergnerová, Doc. Bokšová, Dr Horák and Dr Moravec, in collaboration with the Department of Quantitative Methods at the Academy of Tax and Financial Administration (ŠAVŠ), represented by Mgr. Kasal, and the Department of Commerce and Finance at the Faculty of Economics and Management (PEF) of the Czech University of Life Sciences (ČZU) in Prague. In 2025, the department organised an online workshop in collaboration with the Department of Quantitative Methods (KOF) at the Faculty of Economics and Management (PEF) of the Czech University of Life Sciences (ČZU) in Prague, with the support of the Chamber of Tax Advisers of the Czech Republic and the Czech branch of the International Fiscal Association. The latest research findings were presented at the workshop, followed by a discussion with experts in the field.

Following the successful completion of the three-year TAČR Éta project 'New e-Government Challenges in a Pan-European Context to Enhance the Competitiveness of the Czech Republic', the implementation phase continued, during which the project coordinator is putting the project's results and outputs into practice.

Following on from its successful participation in European COST Action projects in 2023, the Department of Finance and Accounting continued in 2025 to work on the CA21107 DIGI-net project, which focuses on public attitudes towards digitalisation and thematically builds on the previous TAČR Éta project. In 2025, Assoc. Prof. Bokšová and Dr Horák represented the department in the COST Action CA21107 project.

Prof. Strouhal also served as the Czech representative on the Management Committee for the CA22110 LIAISE project, dedicated to industrial symbiosis, and the CA22124 ECO4ALL project, focused on the circular economy. In the CA22110 LIAISE project, he served as chair of the working group, scientific communication officer and was also a member of the project's core group. Dr Horák also participated in this project on behalf of the Department of Finance and Accounting.

In 2025, an international research project funded by CIMA, the Chartered Institute of Management Accountants, was completed; it addressed the issue of ESG reporting from the perspective of Czech and Estonian stakeholders. The project was conducted in collaboration with the TalTech School of Business and Governance. Representing the Department of Finance and Accounting, Prof. Strouhal participated as the project leader and Dr Horák also took part. The project ran from April 2024 to March 2025.

Associate Professor Čížinská has long been involved in producing the ŠAVŠ annual study on the automotive industry. In 2025, she co-authored the specialist monograph *The Automotive Industry and Automotive Market in a Period of Change*.

In 2025, the department submitted two applications for international research projects to the NATO Chief Scientist Grants Programme. One project was not funded; the other is currently undergoing peer review at the time of writing.

The department's internationalisation in research and the involvement of its members in leading international and national professional bodies confirm its strong position in the fields of finance, accounting, taxation and valuation. Ms Bergnerová represents ŠAVŠ in the Czech branch of the International Fiscal Association, where she serves as a member of the steering committee. Doc. Krabec is a member of the International Valuation Standards Council (IVSC), based in London. Doc. Moravec is listed on the European register of recognised independent tax dispute arbitrators. Doc. Čížinská serves as an assessor on committees of the National Accreditation Office for Tertiary Education. Other members of the department are active in the Chamber of Auditors of the Czech Republic, the Advisory Board of the Ministry of Justice of the Czech Republic for Economic Affairs, and other professional institutions.

Throughout 2025, **the Department of Informatics** developed its activities in the areas of teaching innovation, collaboration with industry, internationalisation and the development of study facilities. A key area of focus was the preparation and finalisation of the accreditation for the revamped postgraduate programme in Business Economics and Management Informatics (PEMI), in which the course coordinators for both existing and newly developed modules were involved, and which was subsequently granted to us by the NAU for a period of 10 years. At the same time, the department worked on developing the content of its teaching, with an emphasis on better linking the academic environment to the needs of the professional world.

In the area of teaching innovation, new optional modules were developed to reflect current market needs and changes in business informatics, notably 'AI for Managers', 'Python and Automation for Managers' and 'SAP in Business Practice'. The 'AI for Managers' module has already been successfully delivered and has confirmed students' high level of interest in up-to-date teaching that links technological topics with their managerial applications. Another significant step was the department's involvement in the SAP University Alliances initiative, which strengthens opportunities for developing teaching in the field of business information systems and their practical application.

The Department has also systematically developed its collaboration with industry. Of particular note is the course 'Business IT Management', which was taught in 2025 through collaboration between academics and industry experts, specifically in partnership with Škoda Auto and Adastra. In this context,

Mgr. Petr Rešl from Škoda Auto (Head of the Group SAP Competence Centre) and Ing. Zdeněk Hruška from Adastra (Delivery Director) were involved in the teaching. Students were thus given the opportunity to link theoretical knowledge with specific examples of how IT governance, enterprise architecture, application management and IT management function in a real corporate environment. At the same time, the Department is developing cooperation with other industry partners, in particular IBM, Valeo, ESET, Philips and others, whose professional expertise and contributions to teaching help to continuously update and modernise the curriculum and strengthen its practical relevance.

Throughout the year, work continued on developing the department's technical facilities at the Na Hejdvovce centre, where the hardware and software equipment in the laboratory and data centre was further upgraded. Financial support for this development was successfully secured from Škoda Auto. The expansion of the laboratory facilities contributes not only to improving the quality of teaching but also to creating the conditions for project and research activities by both students and academic employees.

At the same time, the Department was actively involved in developing international cooperation. In this context, it is worth mentioning participation in meetings at the University of Granada, which took place alongside the university's management and included the signing of a memorandum of cooperation as well as follow-up technical discussions. From the perspective of the Department's academic focus, the possibility of establishing links with the School of Computer and Telecommunication Engineering was discussed in particular. Significant discussions also took place with the Vice-Rector for Digital Transformation and the Vice-Rector for Research and Knowledge Transfer, focusing in particular on opportunities for future collaboration, joint research and publication outputs, and broader academic links. The programme also included a meeting lasting several hours with the 2022 Nobel Laureate in Economics, Prof. Philip H. Dybvig, which was significant in terms of representing ŠAVŠ and enhancing its prestige.

In the area of internationalisation, the department has also developed its activities through participation in international projects, academic mobility schemes and professional contacts with overseas partners. Members of the department have been involved in the international BAIT and REnForce projects. The department is also actively involved in preparing further project proposals with an international dimension. In this context, it is also worth mentioning the department's involvement in preparing a project application for Villum Fonden; although this was not successful, it contributed to building experience in international project preparation. At the same time, the department is involved in preparing further IT-related projects, including the DIGIPOL and EDC Cyber projects. The department's international dimension is further strengthened through academic employees travelling to and from abroad, participation in Erasmus+ programme activities, and the development of professional collaboration, which is reflected in teaching as well as in publications and other academic outputs.

In addition to standard teaching, the department has also contributed to the university's outreach and promotional activities. Both students and academic employees have taken part in Open Days, the 'Afternoon with Science' event and other activities aimed at presenting the university and the field of computer science to prospective students and the wider public.

As part of its accredited courses, **the Department of Mechanical and Electrical Engineering** included lectures by industry experts: Assoc. Prof. Ing. Jiří Machuta, Ph.D. (Škoda Auto a.s. Foundry and Forge) in the course *Materials Science* – lecture topic: 'Die-casting of aluminium alloys' – and in the course *Engineering Production* – lecture topic: 'Engine block production technology'. A total of five colleagues from the technical development department of the EP division were involved in teaching the courses '*Automotive Engineering*' at Bachelor's level and '*Mechanical Components of the Car*' at Master's level. The topics covered included: *internal combustion engines, their peripheral components, transmission mechanisms, braking systems and chassis assemblies*. As part of the involvement of further industry experts, the Master's course '*Automotive Electrical and Electronic Systems*' was taught in collaboration with the EEB department. The Master's course '*Modern Automotive Production*' was delivered, with lectures led by industry experts directly at the production plant and the associated practical sessions taking the form of excursions to live production facilities.

Three excursions were organised to Škoda Auto's production facilities, and one excursion to the Škoda Auto, a.s. engine development centre.

The Department is now in its third year of the TAČR TREND project on the topic of 'modular drilling rigs', which was selected for funding. The annual report for the project, which is being conducted in collaboration with two companies, was fully accepted by the TAČR authorities. Furthermore, as part of the consortium for the National Centre of Competence for Industrial 3D Printing project, the department has become involved in sub-project DP 66. The topic is 3D printing of hard-to-source spare parts and customised car accessories. In addition to the Department of Mechanical and Electrical Engineering, the Department of Production Management, Logistics and Quality and the Department of Quantitative Methods will also be involved in this project.

The Department conducted a total of two contract research projects focusing on engine thermal management: As part of internal grant competitions, the Department prepared the AiVrt project for the OP TAK programme, which was approved for funding and will commence in 2026.

3 Students

3.1 Students in accredited study programmes

Number of students in accredited degree programmes as of 31 December 2025					
Study programme	Bachelor's degree		follow-on Master's degree programme		TOTAL
	FT	PT/D	FT	PT/D	
Economics and Management	657	106	104	66	933
Business Informatics	146	13	8		167
Industrial Management	95		26		121
Business Administration	13		21		34
TOTAL	911	119	159	66	1,255

3.2 Students who failed to complete accredited study programmes

Number of unsuccessful study programmes in accredited study programmes in 2025					
Study programme	Bachelor's degree programme		follow-on Master's degree programme		TOTAL
	FT	PT/D	FT	PT/D	
Economics and Management	83	27	9	8	127
Business Informatics	33	4	3		40
Industrial Management	16		0		16
Business Administration	7		42		49
TOTAL	139	31	54	8	232

Failure rate in the first year of study ^{*)}						
Bachelor's degree programme			Master's degree programme			TOTAL
FT	PT/D	Total	FT	PT/D	Total	
25.4%	36.7%	26.8%	21.4%	4.8%	16.7%	

^{*)} The proportion of the number of degree programmes commenced in 2024 to the total number of unsuccessful degree programmes for this cohort in 2024 and 2025.

The causes of academic failure are generally a mismatch between students' abilities, their willingness to study intensively and the demands of their study commitments, or difficulties arising from the need to manage demanding work and study commitments for students who are in full-time employment and studying on a part-time basis.

Škoda Auto University's Study and Examination Regulations, together with the credit system in use, allow students who are unable to progress through their studies at the pace set by the standard study plan to spread the fulfilment of their study obligations over a longer period.

During the pre-semester period, an induction programme was organised for students newly enrolled in the first year of study; in addition to social activities, it aimed to raise students' awareness of the study system at ŠAVŠ.

Furthermore, preparatory courses in mathematics and physics were organised during the pre-semester period, with the aim of preventing future academic failure. Given the growing number of students enrolled on degree programmes taught in English, courses in the Czech language, intercultural skills and selected IT skills were organised for these students during the pre-semester period.

In 2025, academic counselling was provided to students. Proactive communication took place with students who were showing weaker academic performance during their studies. Care was taken to ensure that students on the blended learning programme had sufficient time, particularly with regard to the scheduling of exam dates.

It goes without saying that all academic employees at the university have sufficient consultation hours available. A 'buddy system' was also introduced, which assigns each prospective student a mentor from among students in higher years, who helps them find their feet in the university environment both before enrolment and during the first semester.

In 2025, the gross drop-out rate – expressed as the ratio of *the number of unsuccessful study programmes* to *the total number of study programmes* – stood at 15.6 per cent as of 31 December. Compared with 2024, this represents a relatively significant increase from the previous figure of 12.7 per cent. This increase is primarily attributable to the high failure rate in the Business Administration degree programmes.

With the Industrial Management and Business Economics and Management Informatics degree programmes now fully operational, certain differences in drop-out rates are already becoming apparent between the individual degree programmes. The lowest drop-out rate in 2024 was recorded in the Industrial Management degree programme.

The drop-out rate for first-year students, calculated as the ratio of the number of study programmes commenced in year t to the sum of unsuccessful study programmes for this cohort in years t and $t+1$, increased compared with the previous year. Year-on-year, the dropout rate fell for part-time follow-on Master's degree programmes, whilst it rose for other forms and levels of study. The high failure rate in the Business Administration programmes mentioned above plays a significant role in this. The overall failure rate in the first year of study rose from 20.9% to 24.1% compared with 2024.

Measures to limit the prolongation of studies

The ŠAVŠ credit-based study system allows students to choose their own pace of study. The university's internal regulations do not specify a maximum duration of study for individual degree programmes. The relevance of acquired knowledge is ensured by a provision in *the university's Study and Examination Regulations*, which limits the maximum validity period of academic results achieved to 7 years for bachelor's degree programmes and to 5 years for master's degree programmes. Once this period has elapsed, the academic result ceases to be valid and the student must retake the relevant module in its entirety. This measure, together with the fact that students pay the full tuition fee for every semester in which they are enrolled, has proved to be sufficient motivation to prevent students from unduly prolonging the duration of their studies.

3.3 Scholarships awarded to students

In 2025, scholarships were paid to the university's students in accordance with the university's Scholarship Regulations.

The following table provides an overview of the number and average amount of scholarships awarded in 2025:

Scholarships to students by purpose		
Škoda Auto University		
Purpose of the scholarship	Number of students	Average scholarship amount in CZK
for outstanding academic achievement pursuant to Section 91(2)(a)	143	9859
in the event of a student's difficult social circumstances pursuant to Section 91(3)	3	41,600
to support study abroad pursuant to Section 91(4)(a)	1	34,500
for research, development and innovation activities in accordance with specific legislation, Section 91(2)(c)	7	21,714
in cases deserving special consideration pursuant to Section 91(2)(e)	515	15,855
of which accommodation grant	433	4,329
TOTAL	560	17,654

3.3.1 The university's own specific scholarship programmes

The 'Motivational Programme for Talented Applicants' can be regarded as the university's own specific scholarship programme. It involves awarding a scholarship covering tuition fees to the top 30–40 applicants entering the first year of bachelor's degree programmes and to the top 5–10 applicants entering master's degree programmes. Applicants are selected according to pre-defined criteria based on outstanding academic performance during their secondary school studies, results in the SCIO national comparative examinations, or outstanding academic performance during their bachelor's degree studies. A condition for receiving this scholarship throughout the standard duration of study is the attainment of at least 60 credits in each of two consecutive semesters. Furthermore, ŠAVŠ awarded scholarships to support study trips to countries outside the EU, as well as special scholarships for various contributions to the development of the school.

3.4 Advisory Services

The Student Affairs Office, comprising five employees, is responsible for providing academic counselling. In justified cases, the Vice-Rector for Academic Affairs also participates in providing academic counselling.

Academic counselling and advice relating to foreign students' stay in the Czech Republic, as well as counselling for ŠAVŠ students going abroad, is provided by the International Office and the Academic Affairs Department, and, where appropriate, by the Vice-Rector for International Relations.

Crisis counselling is provided by an academic employee from the Department of Human Resource Management with the relevant expertise.

In 2025, the 'buddy system' continued to operate, assigning each prospective student a mentor from among students in higher years, who helps them find their feet in the university environment even after enrolment. Mentors are allocated to applicants on a regional basis. Surveys show that the 'buddy system' significantly helps first-year students to adapt.

In 2024, the counselling services also included support provided by a specialist to Ukrainian and Russian students who were coping with the consequences of Russia's aggression against Ukraine.

The college also employs an employee responsible for organising students' internships, who also acts as an adviser in this field and works alongside selected academic staff in the area of career guidance. Škoda Auto University also benefits from close cooperation with the company's relevant HR departments regarding the employment of its graduates. In 2025, a one-day job and internship fair – *Career Day* – was once again organised, attended by 21 partner companies as well as four organisations within the newly incorporated charity corner.

3.5 Identification and support for students with specific needs

The system for identifying and supporting students with specific educational needs is comprehensively described in the *'Rector's Directive on Study Support Provided to Prospective Students and Students with Special Educational Needs'*. On this basis, the college provides every student and prospective student with special needs with support aimed at creating the conditions for them to realise their full potential. Information for this group of students is available on the college's website.

At the start of the 2024/2025 winter semester, the Support Centre for Students with Specific Needs was established at ŠAVŠ with the aim of levelling the playing field for students with specific needs and ensuring support for students who require specific approaches to education; its activities are based on the methodological plan of the Ministry of Education, Youth and Sport (MŠMT). The Support Centre provides its services not only in Mladá Boleslav but also at its branch in Prague, thereby ensuring that support is available to all students.

The Support Centre's specialist team comprises two special needs coordinators from KJPIK and a contracted special needs teacher. The team provides specialist support and advice to students, proposes modifications to teaching and study materials, and arranges other specific forms of support. The services also include access to a quiet room, which serves as a calm environment for studying and sitting exams. The Centre also offers support for academic employees, including guidance on working with students with special educational needs. In 2025, the functionality of the AIS information system was expanded to provide lecturers with access to the necessary information about students with special educational needs.

In 2025, ŠAVŠ was a member of the Association of Service Providers for Students with Special Needs (AP3SP). This association brings together higher education institutions with the aim of improving support for students and sharing best practices. Thanks to this membership, it is possible to collaborate more effectively to develop strategies that strengthen inclusion and the accessibility of education for students with special needs.

In 2025, the Support Centre for Students with Special Needs also systematically focused on developing support measures relating to the provision of compulsory internships. Emphasis was placed on an individualised approach that takes into account students' specific needs and on collaboration with external partners (companies).

Furthermore, barrier-free access is provided to all teaching areas and most other premises of Škoda Auto University, including those located on the Škoda Auto a.s. site.

3.6 Working with exceptionally gifted students and prospective students

Škoda Auto University recognises the importance of supporting gifted students, who contribute significantly to the university's positive image.

Throughout 2025, the awarding and payment of merit-based scholarships based on academic performance continued.

The number of applicants accepted into the *Motivational Programme for talented applicants* for both bachelor's and master's degree programmes remained unchanged. A total of 30–40 of the top applicants for bachelor's programmes and 5–10 applicants for master's programmes, selected on the basis of outstanding academic performance during their secondary or higher education or their results in the SCIO National Comparative Examinations, were offered places at Škoda Auto University with a scholarship covering the full tuition fees.

For students with a strong practical focus, the dual education programme continued, as described in detail in Chapter 4.4.

The involvement of gifted students in the research work of specialist departments continued, particularly within the framework of *the Student Grant Competition* or other research projects.

New optional modules were once again introduced. Some were developed as a result of participation in international projects, whilst others were created through collaboration between lecturers from two or more departments. Other modules make use of the new laboratory centre, which opens up opportunities for the further development of talented students in the fields of engineering, manufacturing, logistics and IT. The range of professional certificates on offer was significantly expanded. A collaboration was established with the University's partner, Unicorn, involving the mutual participation of students in selected modules.

Highly talented students get involved in international projects. Throughout the year, they help to prepare and organise activities as part of the *Erasmus+* programme and work together to arrange discussion forums with interesting guests. Exceptionally gifted students are selected for internships of up to one year with international partners in the corporate sector. Where necessary, selected students are supported by special scholarships for study periods at partner universities outside the EU.

Students with exceptional language skills continued to be offered an individualised foreign language study plan tailored to their level of proficiency, as well as the opportunity to sit examinations leading to internationally recognised language certificates.

In 2025, selected ŠAVŠ students took part in the '*Formule student*' project, which has been running for some time in collaboration with the Czech Technical University in Prague. Within the competition team, ŠAVŠ students provide expertise in economics. With the aim of increasing student motivation, work on the project was again incorporated into the course '*Team Project in Collaboration with Industry*', in which students work under the guidance of an experienced academic employee.

In 2025, the college management collaborated with talented students as part of the feedback mechanisms of the internal quality assurance system. They succeeded in increasing the overall involvement of students in these mechanisms. It is clear that this involvement should be further deepened.

3.7 Identification and support for students from socio-economically disadvantaged backgrounds

Students from socio-economically disadvantaged backgrounds may apply for a social grant under the conditions and at the level stipulated by law. Furthermore, students may apply to have their tuition fees for a single semester paid in instalments. The dual education programme has become a key element in supporting socio-economically disadvantaged students, providing participating students with an income that enables them to cover the costs of their studies in full or to a large extent.

3.8 Support for parents amongst students

Female students who are mothers may, in accordance with the law, take a break from their studies for as long as is strictly necessary; this period does not count towards the total maximum duration of a study break. They may also, where applicable, apply for a social grant or to pay their tuition fees in instalments.

3.9 University accommodation and catering services

Škoda Auto University does not have its own accommodation facilities. Student accommodation is arranged through framework agreements with several accommodation providers in Mladá Boleslav, which are within easy reach of the university. Catering for employees and students in Mladá Boleslav is provided on the same terms as for employees of Škoda Auto a.s. and is operated by GTH catering a.s.

Students at the Prague branch stay in halls of residence belonging to the University of Economics (VŠE) or other universities. This accommodation is not covered by any contractual arrangements with the school. For meals, students in Prague use the VŠE canteens.

The table below contains information regarding accommodation and catering in Mladá Boleslav.

Accommodation and catering in Mladá Boleslav	
Total bed capacity in university halls of residence	0
Number of beds in rented accommodation	30
Number of accommodation applications submitted as at 31 December 2025	85
Number of successful applications for accommodation as at 31 December 2025	33
Number of bed-days in 2025	9,636
Number of main meals served to students in 2025	13,036
Number of main meals served to university employees in 2025	7,946
Number of main meals served to other boarders in 2025	55,315

3.10 University Sports Club

At ŠAVŠ, the Mladá Boleslav University Sports Club has traditionally organised sporting activities for students.

The University Sports Club continued to develop its activities very successfully in 2025. A total of 26 students took part in the Czech Republic's academic championships in various sports. At the Czech Republic's academic championships in the obstacle course (Gladiator Race), our university had the largest contingent of any Czech higher education institution.

The University Sports Club also organises regular leisure-time sporting activities for students, such as volleyball, beach volleyball, basketball, floorball, futsal, badminton, climbing and yoga. More than 250 ŠAVŠ students took part in sporting activities during the year. In 2025, the University Sports Club organised the Czech Republic Academic Championships in rapid chess, which took place on the ŠAVŠ campus.

One-off outdoor sporting events, lasting either a single day or several days, are also popular, such as canoeing, hiking, mountaineering, surfing and via ferrata.

Members of the sports club also play a significant role in organising the induction week for first-year students.

The club received financial support from the university and also drew on significant support from ČAUS and the town of Mladá Boleslav. An individual study plan scheme has been introduced for elite student athletes.

The organisational running of the club's activities was primarily managed by its chairman, Mgr. Petr Kasal, and Ing. Dominik Hercík.

3.11 Graduates of accredited study programmes

In 2025, a total of 249 graduates completed a study programme at ŠAVŠ.

Graduates of accredited study programmes (numbers)					
	Bachelor's degree programmes		Master's degree		TOTAL
	FT	PT/D	FT	PT/D	
Economics and Management	93	22	74	28	217
Industrial Management	14	0	1	0	15
Business Informatics	11	1	0	0	12
Business Administration	2		3		5
TOTAL	120	23	78	28	249

3.12 Cooperation and maintaining contact with graduates

Graduates of both forms and levels of study have the opportunity to become members of the *Škoda Auto University Alumni Club*. The club has been operating in its current form since 2010. Through the club, the university maintains contact with its graduates who have entered the workforce, collects statistically interesting data from them, and invites them to its professional and social events. Technically, contact with graduates is facilitated by the creation of a dedicated email account, which forms part of the university's information system. The aim is not only to maintain contact with Škoda Auto University graduates in the future, but also to actively involve them in the university's activities.

The Alumni Club has its own page on the Škoda Auto University website, where basic information can be found. Interviews with successful graduates and details of the club's activities are published there.

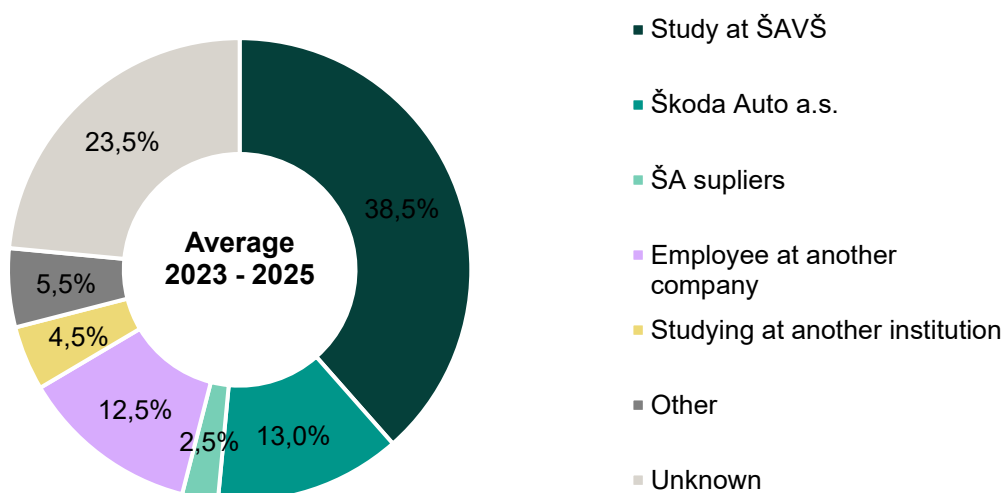
Members of the *Škoda Auto University Alumni Club* are regularly invited to the following events: specialist discussion forums and conferences organised by the university, as well as cultural and sporting events. For their part, they have the opportunity to provide feedback on, for example, their prospects in the labour market or their views on the events they have attended.

3.13 Monitoring graduate employment and measures to improve it

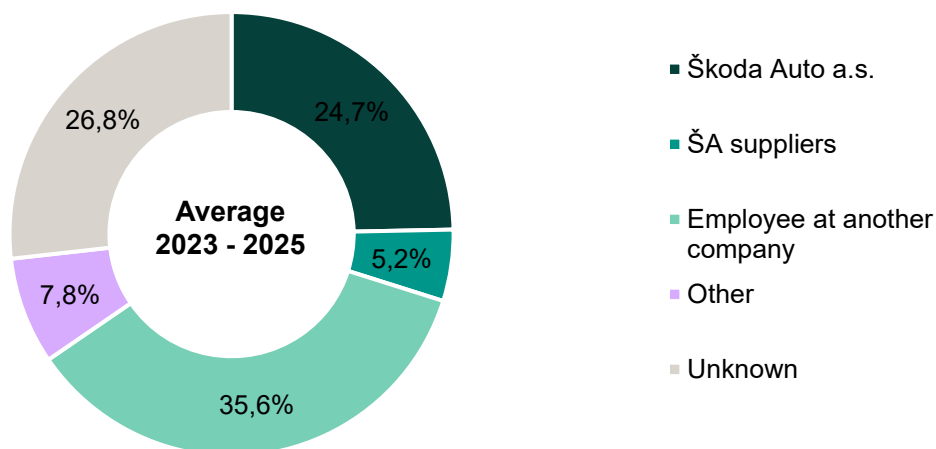
The university conducts an annual survey of the employment of graduates from both bachelor's and master's degree programmes.

The results of this survey are presented in the following charts.

Employment of graduates from bachelor's degree programmes (2025)



Employment of graduates from follow-on Master's degree programmes (2025)



In terms of the distribution of employment, it is clear that a large proportion of graduates enter the automotive sector, not only at Škoda Auto a.s. but also at its suppliers, such as Aufeer, HCL, Axians, Digiteq Automotive, Magna, Edag, ADAstra and Siemens. Other employers include, for example, Porsche, Egger, Deloitte, Forteq, the Volkswagen Group, HD Hyundai Infracore Europe, the District Chamber of Commerce, Ecologistics, Easyflyers Logistics, EON, AAA Auto, Knauf, TP Vision, Sodexo, Lear, Invelt, Auto Jarov, Logio, Lasvit, Alza, Hoffmann and Žižák, BMW, ČSOB, KPMG, Pragopolair, Linet, Coca-Cola, ČEZ, STPA, Tesco, PwC and others.

Measures to increase graduate employment form part of the system of cooperation with the corporate sector – *the Partnership Concept* – which is described in more detail in Chapter 4.4 below.

3.14 Cooperation with future employers

Given that Škoda Auto a.s. is the founder of the university in its new legal form, the university works very closely with this multinational company in particular to support its graduates' career prospects.

The university's management formulated a new approach to cooperation with the business sector in preparing graduates as early as the end of 2013, which gradually developed into a comprehensive system known as *the 'Partnership Concept'*. In 2025, the university continued its systematic cooperation with partner companies within this framework.

This cooperation took the following forms in particular:

- professional practice for ŠAVŠ students in companies,
- the dual study programme,
- joint research and consultancy projects,
- the involvement of experts from the business sector in teaching and the supervision of final-year projects,
- the involvement of experts from partner companies in study programme committees and the university's academic board,
- cooperation in the development of new study programmes and the innovation of existing ones,
- the university's training and consultancy services for businesses,
- financial and material support provided by partners.

In 2025, the *'Study and Work'* dual education programme was implemented as part of the collaboration with employers.

In 2025, four companies (Kautex, Forvia Faurecia, DHLCMS) joined the programme. The number of applications submitted reached 17. Although no students were selected for the programme that year, the interviews and CV assessments proved to be highly beneficial for the students' future prospects.

Throughout 2025, meetings were organised between ŠAVŠ students and representatives of partner companies, focusing on opportunities for students to take up positions as trainees or employees.

The highlight of this collaboration was the organisation of Career Day – a fair for internship and job opportunities – at which a total of 24 partner companies presented themselves to the students. The event was enlivened by the opportunity for students to take part in mock interviews with the exhibiting companies.

The school regularly tracks the employment of its graduates statistically and publishes the results on its website. The most extensive survey in the school's history has been conducted in this area.

The school's management pays constant attention to the unemployment rate among graduates. Particular attention is paid to monitoring graduates' employment at Škoda Auto a.s.

In 2025, the long-term strategic partnership with two partners, ADASTRA and AIKIT Digital, continued. The school collaborates with ADASTRA on teaching students in the fields of data management, data science and artificial intelligence. AIKIT Digital provides the school with specialist knowledge and experience in the fields of PLC programming, artificial intelligence, machine learning and robotics. Cooperation with the IBM COMMON ČR technology users' association is also continuing intensively. The association assists the Department of Computer Science with the supply of hardware and software to the department's data centre. Furthermore, the terms of a strategic partnership with Entry Engineering were finalised in 2025, and the signing of the strategic partnership agreement is expected in the first quarter of 2026. Škoda Auto University, in collaboration with ŠKO-ENERGO and the organisations Nevypust' duši and Nepanikař, ran a series of workshops entitled '**Energy for Your Peace of Mind**' during the summer semester of 2025, aimed at supporting students' mental health and developing their time-management skills.

During three practical sessions, students learnt about effective time-management techniques, such as the Pomodoro Technique, the Eisenhower Matrix and time blocking, and also discussed ways to prevent procrastination and set realistic study goals. Another workshop was devoted to the topic of **work-life balance** – finding a balance between studies, work and personal life. The final session focused on managing stress during the exam period, including relaxation techniques and burnout prevention.

The aim of the whole series was to support students in managing stress and the demands of their studies more effectively, whilst also ensuring they knew where to seek help if needed. The workshops helped to raise awareness of the importance of mental wellbeing as an integral part of successful studies.

During 2025, cooperation was established and developed with the following partners:

Siemens, s.r.o., Mohelnice Electric Motors branch
Magna Exteriors & Interiors (Bohemia) s.r.o.
Kautex Textron Bohemia spol. s.r.o.
KOVO MB trade unions
o.
KPMG Czech Republic, s.r.o.
SCIO s.r.o.
DigiTech (formerly E4t electronics for transportation) s.r.o.
Teradata Czech Republic, spol. s r.o.
3BT software s.r.o.
Behavio Labs s.r.o.
Czech Logistics Association z.s.
Komerční banka a.s.
Marimex CZ, s.r.o.
LOGIO s.r.o.

BEEWATEC s.r.o.
HOLLEN CZ s.r.o.
Railway Administration
SUAS GROUP a.s.
Apogeo Group
Strojmetal
ADASTRA, s.r.o.
AIKIT Digital s.r.o.
Czech-German Chamber of Commerce and Industry
Coca-Cola HBC Czech Republic and Slovakia, s.r.o.
Magna International (Germany) GmbH
Business Leaders Forum, z.s.
Statutory City of Mladá Boleslav
Czech-Israeli Joint Chamber of Commerce
ŠKO-ENERGO, s.r.o.
Student Cyber Games, z.s.
National Technical Library
42 Prague z. ú.
The Duke of Edinburgh
Feng Chia University
Entry Engineering s.r.o.
Škoda Auto a.s.
Bertrandt Tappenbeck GmbH

4 Interest in studying

4.1 Interest in studying at university

Interest in studying at university						
	Bachelor's degree			follow-on Master's degree programme		
Study programme	Number of applications	Number of students admitted	Number of students enrolled	Number of applications	Number of students admitted	Number of students enrolled
Economics and Management	437 (+23)	437 (+23)	277(+38)	134(-2)	134 (-2)	80(-6)
Business Informatics	103(-17)	103(-17)	53(-19)	17(+7)	17(+7)	6(+1)
Industrial Management	49 (-9)	49 (-9)	27 (-8)	18(+3)	18(+3)	15(+3)
Business Administration	25(+14)	13(+2)	8(+5)	107(+13)	71(-2)	33(-5)
TOTAL	614 (+11)	602 (-1)	365 (+16)	276 (+21)	240 (+6)	134 (-7)

The table shows the relevant figures and differences compared with 2024.

Compared with 2024, the total number of applicants for the Bachelor's degree programmes in Economics and Management and Business Administration increased in 2025. The total number of students enrolled on Bachelor's programmes also rose, primarily due to the increase in the programmes mentioned above.

The number of applicants for all follow-on Master's degree programmes also increased. The total number of students enrolled on follow-on Master's programmes fell slightly.

The total number of students enrolled in all programmes at both levels was 499 (490 in 2024).

In 2025, applicants for programmes taught in Czech were admitted without entrance examinations. Newly enrolled students on bachelor's degree programmes are assessed using general academic aptitude tests provided by Scio. The test results are a key indicator of the quality of applicants. All applicants enrolled in bachelor's degree programmes also sit English language tests, which are primarily designed to assess their initial level of proficiency. International students on programmes taught in Czech also take a diagnostic test in the Czech language.

Throughout 2025, applicants for degree programmes taught in English were admitted on the basis of entrance examinations.

4.2 Cooperation with secondary schools

In 2025, Škoda Auto University continued its close cooperation with secondary schools across the Czech Republic. During the year, we were in active contact with around fifty secondary schools, which we visited or which visited our university. These activities included presentations on study options, specialist lectures delivered by our academics, and programmes organised directly on the ŠAVŠ campus. Many schools take part in these activities on a regular basis, which confirms the stability and long-term nature of our mutual relationships.

We organised a series of specialist lectures for secondary school pupils, during which our academics shared the latest insights and practical examples from various fields. At other schools, we presented ŠAVŠ's range of study programmes and supported pupils in their decisions regarding further education.

In September 2025, ŠAVŠ hosted an educational workshop for secondary school guidance and careers advisers, attended by 22 experts. The theme of the meeting was **resilience and addictive behaviour among young people**, and the programme offered practical tools for use when working with students. As every year, the workshop was organised under the auspices of VISK.

Support for extracurricular activities remains an integral part of our collaboration with secondary schools – this year, too, we continued to sponsor final-year students, primarily through donations of goods for their graduation balls. These activities contribute to a positive perception of ŠAVŠ and help to develop relationships with both students and teachers.

Cooperation also continued with the Dr Josef Pekař Grammar School in Mladá Boleslav, where ŠAVŠ academics continue to offer topics and supervision for final school-leaving projects.

In 2025, we also piloted a new concept called **‘A Day in the Life of a University Student’**, which enables secondary school pupils to experience a typical day in the life of a university student – from attending lectures to taking part in related activities. Several secondary school pupils took part in the pilot year, and their feedback confirmed a high level of interest in this format.

The activities carried out in 2025 made a significant contribution to the development of relations between ŠAVŠ and secondary schools. We will continue to strive to deepen and expand these relations with the aim of supporting both students and teachers on their educational and professional journeys.

Škoda Auto University collaborates closely with secondary schools to provide information to prospective students. In addition to many other information channels, secondary schools across the Czech Republic regularly receive details of specialist programmes and lectures, which we can organise either at the secondary schools themselves or as part of a visit to our campus.

In 2025, the programme of visits to secondary schools and visits by secondary schools to ŠAVŠ was further strengthened. Since 2022, the concept behind visits to secondary schools and visits by secondary schools to our institution has been strongly focused on the quality of the content delivered. Since 2022, the primary focus of visits to secondary schools has not been on presenting study options, but on providing valuable content. This is ensured by lectures delivered by academics, the use of technology, and unconventional teaching methods (such as logistics games), which have made secondary schools demonstrably more willing to host our roadshows. A similar concept is applied to visits by secondary school pupils to our university, where the main aim is to provide a fully-fledged university experience, including, for example, attending a real lecture as part of the teaching programme.

We are also constantly strengthening our cooperation with other local secondary schools, which are invited to specific events throughout the year. From 2023, we are also introducing a programme at the Na Hejdovce Technical Education Centre as part of secondary school visits to our campus.

Our collaboration with secondary schools is now firmly based on the concept of long-term relationships, where we strive to build trust and, through our reliability, contribute to closer ties with secondary school representatives. As a result, we return to many schools on a regular basis. Similarly, we are developing more intensive collaboration with selected schools,

ŠAVŠ also regularly takes part in careers and university fairs organised directly at secondary schools. An important part of our communication with prospective students is our collaboration with the **AMOS Vision** project, through which open days and the ‘Trial University Student’ programme are promoted on information boards at secondary schools.

The concept of visits to secondary schools involves their alumni very closely. Whenever a visit to a secondary school is organised, a former pupil is always actively approached; if they agree, they are trained and take part in the roadshow. This is particularly effective in terms of engaging former classmates and fostering closer relationships with representatives of secondary schools.

In 2025, a total of five in-person Open Days were held in Mladá Boleslav and the same number at the Prague branch. The Open Days that attract the highest attendance are always those held after the Gaudeamus education fair. These are the February and November events, during which we welcomed more than 120 prospective students to our campus. The concept of having our current students lead the introductory presentation on general study options continues to prove successful; during the presentation, they familiarise prospective students with the benefits, opportunities for sports and leisure activities, give an insight into student life, and introduce the events organised for students throughout the academic year. The Open Day programme includes a visit to the library and the student café, as well as presentations on individual programmes and specialisations. For those interested in studying economics-focused specialisations, lectures are organised in the school's classrooms, aimed at presenting the specialisation in detail and providing an opportunity for prospective students to ask questions. For prospective students of technical programmes and specialisations, lectures take place at

the Na Hejdvce Technical Education Centre, where a comprehensive tour of the individual teaching laboratories is included. Online Open Days were once again held this year on Instagram, taking place in both Czech and English.

A major event of the year was ŠAVŠ's participation in the **Gaudeamus University Fair in Prague**, which recorded a record attendance of approximately **18,000 visitors** in 2025. The Škoda Auto University stand came **fourth** in the competition for the best exhibitor presentation, which is a significant recognition of the quality of the university's presentation and the work of the entire team.

In our communications with prospective students, we are increasingly noticing that they are already familiar with ŠAVŠ and are coming to us with specific enquiries. Interest is focused primarily on study programmes, links to the workplace and graduates' career prospects. This shift demonstrates that the ŠAVŠ brand has successfully established itself in the education market and is perceived as a high-quality and trustworthy choice.

Secondary school pupils and the schools themselves are therefore regularly informed about suitable educational and cultural events organised at ŠAVŠ.

In summary, the following activities are carried out in this area:

- reaching out to secondary schools in the immediate and wider vicinity and offering special programmes for local secondary schools,
- visits to secondary schools by ŠAVŠ students, during which pupils in their final year and third year receive information about studying at ŠAVŠ and university life in general,
- participation in internal university fairs organised directly by secondary schools,
- specialist lectures delivered by our academics at secondary schools,
- extensive visits by secondary schools to ŠAVŠ (always lasting at least 4 hours), comprising lectures by academics, a tour of the university premises, discussions with our students and practical exercises,
- proposals for specialist/final projects by secondary school students (J. Pekař Grammar School in Mladá Boleslav),
- regularly sending out invitations to open days and other interesting events to secondary school headteachers and careers advisers,
- organising informal meetings for secondary school representatives, with the added value of a specialist workshop,
- presenting the school at the Gaudeamus university fair,
- regular support for secondary school applicants provided by our student ambassadors as part of the buddy scheme.

5 Employees

During 2025, the total full-time equivalent (FTE) number of academic employees increased by 3.44 FTE compared with 2024. The full-time equivalent number of research employees was 1.5. When employees working under DPP or DPČ contracts or as self-employed persons were included, the increase was even more pronounced.

The number of other employees fell by 0.47 FTE. There was also a partial turnover of employees among other employee members.

The following tables provide a clear overview of the qualification and age structure of academic employees.

5.1 Converted numbers of academic, research and other employees

Academic, research and other employees *)									
	Academic employees						Other employees	Research employees	TOTAL
	TOTAL	Professors	Associate professors	Senior lecturers	Research Assistants	Lecturers			
Converted number	58.02	7.05	12.76	26.4	5.16	6.65	33.54	1.5	93.06
Of which women	23.01	0.15	5.5	11.47	0.89	5	27.9	0	50.91
Physical count	67	9	14	31	5	8	39	3	109

*) Excluding academic and other employees working under DPP or DPČ contracts or working as self-employed individuals (OSVČ); this overview covers only employees in full-time employment.

Academic and research employees **)								
Converted number	Academic employees						Research employees	TOTAL
	TOTAL	Professors	Associate Professors	Senior lecturers	Research Assistants	Lecturers		
	77.02	7.05	12.76	26.4	5.16	25.65	1.5	

**) Including academic employees working under a contract for work (DPP) or a contract for services (DPČ), or working as self-employed individuals (OSVČ).

5.2 Age structure of academic and research employees

Age structure of academic and research employees – numbers of individuals *)													
	Academic employees										Research employees		TOTAL
	Professors		Associate professors		Senior lecturers		Assistant lecturers		Lecturers				
	TOTAL	Women	TOTAL	Women	TOTAL	Women	TOTAL	Women	TOTAL	Women	TOTAL	Women	
up to 29 years	0	0	0	0	0	0	0	0	0	0	0	0	0
30–39 years	0	0	2	0	6	5	1	0	1	1	1	0	11
40–49 years	1	0	5	2	15	6	1	0	2	1	1	0	25
50–59 years	2	0	4	2	5	1	2	0	4	3	1	0	18
60–69 years	4	0	2	1	4	2	1	1	1	1	0	0	12
over 70	2	0	1	1	1	0	0	0	0	0	0	0	4
TOTAL	9	0	14	6	31	14	5	1	8	6	3	0	70

*) Excluding academic employees working under a DPP or DPČ contract or working as self-employed individuals.

5.3 Numbers of academic employees by level of employment and highest qualification attained

Numbers of academic employees by extent of employment and highest qualification attained – numbers of individuals*)									
Workload	Academic employees								TOTAL
	Professors	of whom women	Associate Professors	of whom women	DrSc., CSc., Dr., Ph.D.,	of whom women	others	of whom women	
up to 0.3	1	0	2	1	4	2	0	0	7
0.31 – 0.5	5	0	1	0	5	4	2	2	13
0.51 – 0.7	0	0	1	1	0	0	0	0	1
0.71 – 1.0	3	0	10	4	22	8	11	5	46
TOTAL	9	0	14	6	31	14	13	7	67

*) Excluding academic employees working under a DPP or DPČ contract or working as self-employed individuals.

In 2025, ŠAVŠ had a total of 6 academic employee members who were foreign nationals and with whom it had an employment contract.

Numbers of academic, research and other employees who are foreign nationals – average full-time equivalents										
Škoda Auto University	Academic employees						Research employees			Other employees
	Professors	Associate Professors	Senior lecturers	Research assistants	Lecturers	Academic, research and development employees involved	Postdoctoral researchers	PhD students	Other academic, research and development employees	
TOTAL UNIVERSITY	0	0	1	0	0	0	0	0	0	1
<i>of which:</i>										
Germany	0	0	0	0	0	0	0	0	0	0
Poland	0	0	0	0	0	0	0	0	0	0
Austria	0	0	0	0	0	0	0	0	0	0
Slovakia	0	0	1.5	0	0	0	0	0	0	0
other EU countries	0	0	0	0	0	0	0	0	0	0
other countries outside the EU	0	0	1	0.8	2	0	0	0	0	1
women out of the total number (regardless of nationality)	0	0	2.5	0	1	0	0	0	0	0

5.4 Number of senior employees

Senior management – number of individuals									
Škoda Auto University	Vice-Chancellor	Vice-Rector	Academic Senate	Academic Board	Bursar	Board of Trustees	Head of Department	Head of Department	TOTAL
Škoda Auto University	1	3	11	29	1	4	0	9	58
of which women	0	1	2	5	1	1	0	3	13

5.5 Number of associate professors and professors appointed in 2025

One professor was appointed in 2025.

Newly appointed associate professors and professors – numbers		
Škoda Auto University	Number	Average age of newly appointed
Professors appointed in 2025	1	38
of whom are women	0	
Associate professors appointed in 2025	0	
of whom are women	0	
TOTAL	0	

5.6 Career framework, incentive schemes for employee remuneration

Academic employees are encouraged to pursue professional development. The primary tool for supporting and managing the professional development of academic employees is the regular preparation and evaluation of personal development plans. Academic employees are further supported in their efforts towards professional growth by tools such as direct support for editorial and publishing activities, or the study leave scheme, which is enshrined in the collective agreement. Academic employees who achieve excellent results in their creative work may have their teaching duties significantly reduced, thereby creating scope for the further development of their creative work.

During 2025, development measures for individual academic employees were once again implemented, based on their personal development plans which reflected the university's objectives as set out in its strategic documents and also responded to the findings contained in the internal evaluation report and the outcomes of the accreditation processes conducted by NAÚTV and ACBSP.

As in previous years, the utilisation of individual academic employees' capacity and the results they achieved were monitored in 2025 using a system for evaluating their academic performance in the areas of teaching, research and creative activities, and in fulfilling the third role of the university. A change to the evaluation of academic employees was approved during 2024. By 2025, academic employees were already carrying out their duties within the framework of a newly defined classification based on the predominant nature of their work, namely either a teaching-focused or a research-oriented area. This new framework will be taken into account for the first time in the evaluation to be conducted in 2026 for the period of 2025, when it will enable a more accurate and transparent assessment of employees' academic activities in light of their specialist focus.

Employee evaluations are conducted periodically, always covering the previous academic year. The results of these evaluations provide department heads and the university management with important information on the overall academic performance of individual employees and serve as a basis for planning teaching and research activities for future periods. The academic performance of individual employee members is also directly reflected in their remuneration in the form of a personal bonus. The rules of the evaluation system are set out in the relevant directive issued by the university rector. The research and publication activities of academic employees are also significantly supported by an incentive scheme known as 'open calls'.

5.7 Development of academic employees' teaching skills

In 2025, the university continued to integrate the teaching skills and IT competences acquired in previous years. The system for developing the teaching competences of academic employees was already fully operational. As part of this system, a total of 28 training events were held, led by both internal and external academic employees. The system is defined by a directive issued by the Rector. The teaching skills of academic employees were also developed through the sharing of best practices and the joint preparation of new courses in collaboration with various departments and partner universities.

Academic employees actively participated in professional events and conferences focused on sharing know-how and experience at both local and international levels.

The university has traditionally co-organised the EDU Week educational event, which took place for the fifth time in 2025. The aim of the event was to promote lifelong learning and create a space for sharing experiences across the educational community in the Czech Republic. EDU Week was open to teachers from all types of schools, representatives of non-profit organisations, company employees and other interested parties. The programme focused on topics addressing the needs of children, young people and teachers, particularly the development of communication skills, emotional wellbeing and personal resilience. It also included online webinars dedicated to the opportunities and risks of artificial intelligence and digital security. The event took place in person in Mladá Boleslav, Vrchlabí and, for the first time, in Pardubice, whilst the afternoon online webinars were available to anyone interested across the country. Attendance was free of charge, and a total of 929 participants from across the Czech Republic took part, which is almost 200 more than in 2024.

Modern teaching methods used in modules included in the curricula of bachelor's degree programmes:

Course title	Modern Teaching Methods
Managerial Psychology and Sociology Social Communication Psychology of Work, Organisation and Management	Solving case studies, problems and practical examples in small groups and teams Role-playing Completing and discussing the results of questionnaires aimed at deepening self-awareness Providing each other with structured reflections and feedback Developing proposals for psychological profiles of selected job roles Critical analysis of conditions at a selected workplace Projects aimed at addressing community and public issues
B2B Marketing	Training in purchasing negotiations with industry experts
Marketing	A full-semester team project focused on developing a realistic business plan, mentoring-based teaching, and practical training in marketing skills during lectures
Marketing Communication	Team project involving the planning, implementation and evaluation of a real-world event, providing practical experience
Basics of Management	Solving model case studies
Financial Accounting for Entrepreneurs in the Czech Republic	Linking teaching to real-world practice through seminar papers (analysis of financial statements/annual reports of real companies downloaded from the public register's collection of documents) – working in groups of five students (students with greater expertise assist those with less experience in preparing and defending their seminar papers) Defence and presentation of the analysis results by the group – practising the ability to find and interpret information contained in annual reports – linking theoretical knowledge with real-world outcomes
Fundamentals of Tax and Financial Law	Allowing students to work in groups on calculations, with faster students helping slower ones Working with online legal software on a laptop, tablet or mobile phone

	Analysis of model taxpayer scenarios and the application by students of the taxation rules they have learned. Involvement of practitioners in teaching
Direct Taxes	Demonstration of model examples, followed by students replicating them using the to apply the knowledge they have acquired when completing tax returns online. Presentations by students on current direct tax topics, with one student defending and another student challenging the tax principle applied (using cited specialist sources). Working with online legal software on a laptop, tablet or mobile phone. Participation of practitioners in teaching
Indirect Taxes	Demonstration of model examples, followed by students replicating them whilst applying the knowledge gained when completing tax returns online. Presentations on current topics in indirect taxation by students in pairs, with one student defending and the other disagreeing with the tax provision applied (using cited specialist sources). Working with online legal software. Involvement of practitioners
Supply Chain Management Simulation	Use of the Marketplace Live simulation software, Supply Chain and Channel Management level
Logistics Practical	Design (using BeeVisio software) and assembly of tubular racking systems
Operations Research I	Optimisation of operational research problems using AMPL+Cplex software
Statistical Methods in Quality Management I	Solving quality management problems using the Statgraphics statistical tool
Business Logistics	Interactive logistics games (Beer Game, Assembly Game) Easy Cargo – software for loading and unloading lorries Field trips to leading ŠA production and logistics facilities Guest lectures by industry experts
Green Logistics	Working on projects commissioned by ŠA's Logistics Department Guest lectures by industry experts
Organisation and Management of Production	Training in the Production and Logistics Laboratory Guest lectures by industry experts
Selected Aspects from Purchasing Cases in Applied Logistics Contemporary Trends in Quality Management	Field trips to ŠA's state-of-the-art production and logistics facilities Guest lectures by industry experts
Machine Elements	Modelling the proposed mechanism in CAD.
General Automotive Technology	Use of functional technical components in a car (engine parts, gearbox, bodywork, airbags)
Lean Production Methods I, II	Skills training in the Production and Logistics Laboratory Creating videos demonstrating the application of lean manufacturing methods
Team-based Project Work with Industry	Project-based learning through solving practical problems set by real companies

Foreign Languages and Intercultural Competence	Blended learning RWCT (Reading and Writing for Critical Thinking) CLIL (Content and Language Integrated Learning) Cross-border cooperation projects Tandem teaching Case studies Individual reflection Round table, Videoconferencing Video presentations, Poster conference
Informatics I	Independent practical work/term project using online resources Practically oriented teaching using examples based on the needs of the labour market
Mathematics 1 Mathematics 2	Solving problems using GeoGebra software Independent term projects using GeoGebra software Video tutorials Solving mathematical problems from economic and technical contexts using AI tools
Introduction to Statistics	Teaching using Microsoft Excel Video tutorials An independent term project using Microsoft Excel and real-world data
Statistics for Economists	Teaching using Statgraphics and Excel software Team-based term projects Solving real-world economic problems Independent data retrieval, evaluation and processing
Data Analysis and Databases	Team-based solutions to case studies and real-world problems
Algorithms and Programming	Practical exercises in the programming environment of the programming language being taught Comprehensive handling of a specific task in the form of a term project
Business Security and Data Protection	Planning and designing solutions to specific real-world problems in the form of seminar papers
Planning and Management of Information Systems Projects	Solving specific practical problems through seminar papers Guest lectures by industry experts
Project Management	Creating a project schedule using Gantt Project software Guest lectures by industry experts
Sustainable Vehicle Design and Supply Chain Management	Fully online delivery with interactive elements and videos
Innovative Trends in International Supply Chain Management	Course delivered in collaboration with OTH Regensburg Problem-solving in international teams Field trips to examine cutting-edge solutions in the Czech Republic and Germany Guest lectures by industry experts
Computer Simulation of Logistics Processes	Optimisation of production and logistics processes using Siemens' PlantSimulation software for dynamic process simulation Guest lectures by industry experts
Quality Management	Mixed reality applications for product auditing

	Field trips to see cutting-edge solutions in the field of quality management Guest lectures by industry experts
CAD	Teaching takes place using the modern CREO modelling software Each student has their own PC at their disposal
Virtual Reality	Teaching takes place through interaction between a computer classroom and a laboratory equipped with hardware and software for virtual reality. Students create their own projects
Basics of 3D Printing	Teaching takes place in a computer classroom linked to a 3D printing laboratory. Students create their own project. They prepare a selected model for printing and then print it
Electrical Engineering	Practical sessions take place in a modern, well-equipped laboratory; students work in pairs and collaborate on practical tasks with tangible results. A wide range of laboratory equipment and tools is available
Robot Design and Programming	During the practical sessions, real-world tasks are programmed and applied to a robot
Business Informatics	Teaching involving industry experts Teaching through case studies Discussion-based methods exploring options for the management and development of business informatics
Technical Infrastructure and Network Technologies	Individual research into a specialist topic in the form of a term paper Teaching involving industry experts Problem-based learning
Fundamentals of Process Management	Problem-based learning / real-world case studies Working with modelling software
AI for Managers	Practical demonstrations of working with AI tools Case-based teaching Discussion-based methods Project-based learning – your own project using generative AI
Python and Automation for Managers	Practical demonstrations Programming exercises Case-study-based teaching Project-based learning – your own practical project focused on automation
SAP in Business Practice	Practical training in the SAP system Teaching based on the SAP Global Bike training company Scenario-based / case-based teaching on business processes
Business IT Management I	Project-based learning/term projects Presentation methods – presenting and defending project outputs Teaching involving contributions from industry experts

Modern teaching methods used in modules included in the curricula of follow-on Master's degree programmes:

Course title	Modern teaching methods
Development of Social and Managerial Potential	Solving case studies, problems and practical examples in small groups and teams Role-play Completing and discussing the results of questionnaires aimed at deepening self-awareness Providing each other with structured reflections and feedback Discussions with managers focused on analysing the practical aspects of a managerial career and work Drawing up and implementing personal development plans
International Financial Reporting Standards The impact of Financial Modelling on Corporate Accounting	Linking teaching to real-world practice through seminar assignments (analysis of financial statements of real companies downloaded from the public register's collection of documents) Case studies presenting <i>best practice</i> from real companies Using the functions and tools of MS Excel for management and decision-making in various areas of corporate financial management Training in the ability to interpret the impact of alternative inputs on corporate financial results using ICT technologies
Creative and Innovative Management	Training in guided creativity techniques, coaching for creativity
Corporate Financial Management II	Case study: practical valuation of publicly traded shares Working with MS Excel and modelling the value of an asset based on the development of value drivers Defence of conclusions, feedback, group discussion
Finance II	Preparation of case studies on current topics Analysis and evaluation of research methodology Discussion and feedback, generalisation of findings and individual feedback
International Management	Solving case studies
Modelling of Production and Logistics Systems	Solving real-world logistics projects using Siemens' PlantSimulation software for dynamic process simulation Process mapping using Leanix software Monitoring and managing logistics flows using the Infinity Twin and Twinzo digital twins
Operations Research II	Optimisation of operational research problems using AMPL+Cplex software Guest lectures by industry experts
Supplier Quality Management	Field trips to explore cutting-edge solutions in quality management Guest lectures by industry experts
Statistical Methods in Quality Management II	Solving quality management problems using the Statgraphics statistical tool

Supply Chain Management	Interactive logistics games Field trips to state-of-the-art production and logistics facilities at ŠA and its suppliers e-kanban ICT, flipped classroom, silent brainstorming, peer learning
Production Management	Training in the Production and Logistics Laboratory Guest lectures by industry experts
Strategic Marketing Management	Simulation-based teaching supported by the <i>StratSim</i> software platform
International Business Transactions	Simulation exercises and case studies practising techniques for international trade cases Practise in drafting a purchase contract in international trade
Foreign Languages and Intercultural Competence	Blended learning RWCT (Reading and Writing for Critical Thinking) Cooperative learning CLIL (Content and Language Integrated Learning) Project-based learning Competence-based learning Task-based learning Flipped classroom Humanistic methods Autonomous language learning methods Integration of AI into language teaching Project-based learning Inter-university tandem teaching Agile management of student projects using the SCRUM method Case studies, individual reflection Simulation games, Role-play Elevator pitch, sales pitch Round-table discussion, Debate Devil's advocate, Poster conference Free writing, Video presentation Self-assessment, Verbal assessment of outputs Poster conference Self-assessment, peer feedback Verbal assessment of outputs
Econometrics	Teaching using EViews software Independent term projects using EViews software Independent data search, evaluation and processing Solving real-world economic problems
Diversity Management	Solving case studies, problems and practical model examples in small groups and teams Carrying out a research project in teams A mini-conference focused on the presentation and discussion of team project results A visit to the HR department of an international company Participation of industry experts in teaching
Strategic Sustainability Management	Facilitated discussion Creative exercises Coaching 21st EWA (Empowering Wholeness Adaptive) didactic-philosophical model

Public Relations	Panel discussion Simulation game – press conference Group project – PR campaign Cooperative learning methods Self-assessment Verbal assessment of outcomes
Human Resources Management in an International Environment	Solving case studies, problems and practical examples in small groups and teams Participation in webinars organised by professional bodies and associations Field trip to the HR department of an international company Involvement of industry experts in teaching 21st EWA (Empowering Wholeness Adaptive) Edu
Culture, Business and Management	Case study analysis Solving model problem situations Self-assessment scales and questionnaires Role-play Teamwork and facilitated group discussions Structured interviews with foreigners – a project aimed at deepening understanding of culture shock
Language Management	Analysis of critical situations Case study analysis Project-based learning Competence-based learning Task-based learning Flipped classroom Integration of AI tools into HR Team-based approach to projects focusing on the analysis of issues related to language management Round table Panel discussion Cooperative learning Simulation game Poster session Guided lesson Self-assessment, peer feedback Verbal assessment of outcomes
Organisational Sociology and Leadership	Team-based projects focusing on the analysis of issues related to organisation, bureaucracy and leadership Case study analysis Solving model problem situations Self-assessment scales aimed at deepening self-awareness Facilitated group discussions Preparation and presentation of a review of a specialist book on the topic
Corporate Governance	Solving case studies Solving model problem situations Participation of practitioners in teaching Moderated group discussions
International Taxation	Demonstration of model examples, followed by students replicating them to apply the knowledge they have acquired. Tailoring the course content to the students' region to make the teaching more engaging.

	Working online with legal sources from the Czech Republic, the EU and the OECD. Working with Czech online legal software on a laptop, tablet or mobile phone. Involvement of practitioners in teaching.
International Financial Reporting Standards I and II	Online student assessments Linking teaching to real-world practice (preparing hedging documentation for derivative contracts, analysing annual reports prepared in accordance with IFRS) Use of MS Excel tools for management and decision-making
Tax Aspects of International Transactions	Role-playing as an adviser, taxpayer and tax authority Solving real-world case studies Presentation of case law with students debating the arguments Presentations on current tax issues and real-world tax planning structures Working online with legal sources from the Czech Republic, the EU and the OECD. Group work on specific cases
Innovative Trends in International Supply Chain Management	Course delivered in collaboration with OTH Regensburg Problem-solving in international teams Field trips to examine cutting-edge solutions in the Czech Republic and Germany Guest lectures by industry experts
Sensors and Machine Testing	This experiment-based Master 's-level course is based on the practical implementation of laboratory sensors, which are suitably integrated into measurement chains. Modern measurement technology is utilised
Programming of Logic Control Systems	Programming and subsequent implementation of software in PLCs
Macroeconomics 2	Analysis of selected macroeconomic indicators in the Czech Republic and comparison with selected countries. Forecasting future developments. Presentations and discussions in teams. Use of video recordings for home preparation and study
Microeconomics 2	Use of video recordings for home preparation and study.
Information Analysis of a Business System	Project work Team seminar project and its defence Modelling in the context of UML, BPMN, TOGAF and DFD
Information Systems Development	Problem-based learning Instructional and demonstration methods Individualised teaching, independent work Project/term-long assignment
Business Information Systems Management II	Discussion-based methods Project-based learning/term project Presentation methods – presentation of term paper Teaching involving contributions from industry experts
Smart Solutions in Application Development	Teaching involving industry experts Discussion-based methods Practical and computational exercises

	Problem-based learning Case study-based teaching Project-based teaching – seminar project
Cyber Risks and their Management	Case study-based teaching Problem-based learning Simulation-based teaching/working with scenarios of real-world attacks and defence mechanisms

6 Internationalisation

6.1 Strategy for the Development of International Relations

The ŠAVŠ strategy for the development of international relations, as set out in the Internationalisation Strategy, is based on the Czech Republic's Education Policy Strategy to 2030+ (Ministry of Education, Youth and Sports), the Strategy for the Internationalisation of Higher Education for the period from 2021 (Ministry of Education, Youth and Sports), the ŠAVŠ Strategy 2025+ and key EU documents on higher education, in particular the Erasmus+ programme for 2021–2027. It is also based on the recommendations of the International Evaluation Panel as part of the comprehensive evaluation of the organisation in accordance with the 2017+ Methodology. At the same time, the strategy reflects current developments in the field of internationalisation, in particular the emphasis on the quality and relevance of international cooperation, the strengthening of the institution's visibility, and the systematic development of global competences among students and employees, against the backdrop of growing demands for the international competitiveness of higher education institutions.

Rapid technological development, new forms of work and changes in market structure are having a significant impact on the structure and quality requirements of education. Škoda Auto University is highly flexible in this regard, focusing on the advanced skills and key competences required of its graduates, encompassing not only technical and digital skills but, above all, transversal skills such as soft skills, critical thinking, problem-solving, creativity, and the ability to engage in lifelong learning. This clearly includes language and intercultural skills, personal responsibility and ethical standards. All of this is reflected in every area of ŠAVŠ's activities at regional, national and, in particular, international levels. The development of these competencies is systematically supported through internationalisation activities, including the involvement of foreign academic employees, the development of virtual mobility programmes, and an emphasis on modern forms of teaching that combine face-to-face, online and hybrid approaches, thereby increasing access to international experience for a wider range of students and employees

The main objective of ŠAVŠ's internationalisation strategy is the continuous and dynamic development of a wide range of international activities. In this context, the university is purposefully developing strategic partnerships with an emphasis on their quality and tangible benefits, rather than on quantitative expansion. The priority is cooperation with renowned and subject-relevant institutions, which is attractive to both students and academic employees and yields concrete results in education, mobility and research, including their direct impact on the quality of study programmes and the development of graduates' professional profiles.

At the same time, ŠAVŠ is actively strengthening its involvement in international networks and alliances, including initiatives such as European Universities. A significant step in this direction was joining the Ulysseus alliance as an associate partner in September 2025, which creates new opportunities for deepening inter-university cooperation, sharing best practices, and carrying out joint educational and project activities. Membership of the international ACBSP network is also a key tool for strengthening the university's international reputation; its accreditation was extended in 2024 until 2034, which represents a significant endorsement of the quality of the university's educational, research and other creative activities in an international context.

International mobility plays a key role in enhancing graduates' qualifications, helps improve their employability on the labour market on an international scale, and contributes to the transfer of knowledge and skills across continents, thereby supporting the further development and modernisation of higher education in both Europe and globally. At the same time, international mobility and cooperation lay the foundations for the development not only of educational but also of research projects necessary for the further development of the manufacturing industry. Support for mobility programmes is therefore provided in a targeted manner, with an emphasis on their quality, relevance of content and contribution to the academic and professional development of participants, including support for the involvement of students with specific needs. Mobility activities are also systematically linked to the development of long-term cooperation with partner institutions and to strengthening the international dimension of study programmes. The university's international strategy for cooperation with higher education institutions has long been focused on partner universities that have a well-developed network of contacts with major companies, ideally specialising in the automotive or other engineering industries.

In 2025, emphasis was placed on the further development of international cooperation in both physical and virtual environments. Despite budgetary constraints, both student and staff mobility programmes

were successfully developed, whilst project activities also expanded. New forms of cooperation, such as online and blended learning, continued to be systematically developed, particularly within the Erasmus+ programme (Blended Intensive Programmes). These formats represent an important tool for broadening access to internationalisation and increasing its appeal to wider groups of students and academic employees, whilst also contributing to the modernisation of teaching methods and the more effective use of digital tools.

The basic criteria for selecting international partners have remained stable over the long term, and their application is based on systematic monitoring and ongoing evaluation of the quality of cooperation in accordance with the following principles:

1. Partner higher education institutions must demonstrate a high level of quality and excellence in education.
2. Partners operate in similar fields of specialisation, with an emphasis on the compatibility of study programmes and disciplinary profiles.
3. Partners declare a long-term strategic interest in mutually beneficial cooperation, including in particular the mobility of students, academic and other employees; the implementation of short-term intensive programmes (e.g. summer schools); collaboration on research and development projects; and the potential for developing joint study programmes such as double-degree or joint-degree schemes.

In line with ŠAVŠ's internationalisation strategy, this framework is being further developed through the systematic evaluation of the actual benefits of individual partnerships, with an emphasis on their quality, long-term sustainability and strategic relevance. The principle of 'quality over quantity' is applied, with the emphasis on deepening cooperation with key partners whose collaboration demonstrates high added value and appeal for both students and academic employees. An important aspect of these partnerships is their natural extension into the field of scientific internationalisation, which develops as a synergistic effect of educational mobility, the involvement of visiting professors and the implementation of joint projects. These activities create the conditions for the formation of international research teams, the sharing of specialist know-how and the active involvement of academic employees in international research and innovation structures. International partnerships are thus not viewed merely as a tool for mobility and teaching but represent a key mechanism for linking educational and scientific-research activities, strengthening excellence and enhancing the international competitiveness of ŠAVŠ.

An equally important aspect of ŠAVŠ's international cooperation is collaboration with foreign corporate partners, who play a significant role in linking the educational, research and applied sectors. These partners are leaders in the automotive industry and related sectors, and cooperation with them is being developed not only in the areas of professional placements and graduate employability, but also with a view to the potential for joint research and development projects. Companies within the Volkswagen Group and the Škoda Auto Group, in particular, have long held a prominent position in this regard.

From the perspective of the university founder's strategy, India and Vietnam remain priority territories. In collaboration with Škoda Auto a.s. and Škoda Auto Volkswagen India Pvt. Ltd., the development of the student internship programme at the Indian plant in Pune continued in 2025. Following the signing of a memorandum of cooperation with The Representative Office of Škoda Auto a.s., the implementation of student placements was successfully launched, and the first exchanges took place, confirming the potential of this cooperation for further development.

In terms of geographical coverage, ŠAVŠ strives for a balanced distribution of its partner network both within and outside the European Union. In 2025, ŠAVŠ developed its cooperation with partner universities through mobility programmes, joint educational and project activities, and other short-term forms of international cooperation, which contribute to the sharing of experience, innovation in teaching and the strengthening of institutional ties.

Hosting foreign delegations and partner visits was also a significant part of these activities. In 2025, ŠAVŠ welcomed a number of foreign partners. Meetings were held on campus with, amongst others, Ariel University in February 2025, Ho Chi Minh University of Banking in March 2025, Shimonoseki University and NIMS University in October 2025, and Shih Hsin University in November 2025. In October 2025, ŠAVŠ also welcomed a delegation comprising 14 Ukrainian secondary school students and three teaching employees members.

As part of the overseas visits undertaken, ŠAVŠ's cooperation with partner institutions in Israel and Spain was further developed in 2025. In the case of the partner institution Jerusalem Multidisciplinary

College, the memorandum of cooperation was renewed during an official visit to Jerusalem in March 2025. On this basis, the Lean in Talent Programme for talented female students was jointly implemented in the autumn. On this occasion, two academics from the partner institution visited ŠAVŠ in December 2025 to deliver specialist lectures. During a visit to the University of Granada in September 2025, a memorandum of cooperation was signed, whilst discussions at faculty level were also held, focusing on the development of internationalisation in the areas of Erasmus+ mobility, summer schools, Blended Intensive Programmes and opportunities for joint educational and research activities with a view to 2026.

In September 2025, ŠAVŠ welcomed international partners as part of International Training Week, which focused on sharing best practices in the field of internationalisation and discussing opportunities for further cooperation. It took place to mark the 25th anniversary of the university's founding and provided a forum for discussions on the development of mobility schemes, project collaboration and scientific and research activities, with the participation of both new and long-standing international partners. The event was attended by established partners (e.g. Seinäjoki University of Applied Sciences, Münster University of Applied Sciences, HHL Leipzig Graduate School of Management, Effectus University of Applied Sciences, Estonian Business School) as well as new partners (University of Vaasa).

Another key factor in developing new partnerships was the participation of the university's management (specifically the Rector, Prof. Ing. Ondřej Krejcar, Ph.D., MPA) in the 'Taiwan + Japan' international mission organised by the Centre for International Cooperation from 18 to 27 July 2025, during which meetings were held with representatives from Shimonoseki University, Feng Chia University, Asia University, Yun Tech University, I-Shou University, National Yunlin University of Science and Technology, National Kaohsiung University of Science and Technology, National Chin-Yi University of Technology and others. At the same time, this laid the foundations for a more systematic development of student and academic mobility, summer schools, joint projects and other forms of international cooperation and internationalisation.

Short-term intensive programmes and blended forms of cooperation also formed a significant part of the university's international activities in 2025. ŠAVŠ organised the Blended Intensive Programme '*Next-Generation Green Business: Leading the Change with Purpose*' (26–30 May 2025) and the Blended Intensive Programme '*Re-Inventing Automotive through the Lens of Sustainability, Innovation, Global Megatrends & AI*' (8–12 September 2025). The programmes were attended by students of various nationalities, including those from Bulgaria, Estonia, India, Indonesia, Israel, Germany, Pakistan, Poland, Romania, Slovakia, Slovenia, Turkey and Ukraine. Furthermore, the *Global Automotive Insights* summer school took place from 4 to 14 August 2025, organised in collaboration with the Taiwan Chamber of Commerce and attended by 30 secondary school students from Muzha Vocational High School and Songshan Senior High School of Agriculture and Industry. The programme focused on topics such as dealer management, the automotive industry, brand management, sustainability and practical case studies, and was also carried out in collaboration with the Škoda Training Centre.

Cooperation with recruitment partners was also developed with regard to admitting students to study programmes taught in English. The summer term saw strong student recruitment, particularly from India, whilst the winter term saw a slight decline, to which the school responded by further strengthening and professionalising its network of overseas agents. In the coming period, further measures will be implemented in collaboration with the marketing department to promote ŠAVŠ's English-taught study programmes, including participation in fairs for secondary schools abroad and targeted online marketing activities aimed at international applicants.

An orientation week and a follow-up adaptation programme were organised for incoming students at the start of both the summer and winter semesters, aimed at facilitating their integration into the university's academic and social environment. This support included intercultural training, an introduction to the Czech higher education system, a Czech language course and a remedial IT course. At the same time, international students were provided with systematic support both from employees in the International Office and through the student Buddy scheme. The feedback received is used on an ongoing basis to further improve processes and expand support services.

In 2025, there continued to be sustained interest in international mobility among employees, which is linked to active cooperation with foreign universities and partners. The active involvement of academic and other employees in international activities continues to be regarded as a key factor in the institution's development and is systematically supported. At the same time, the university continued to develop blended and hybrid forms of teaching as integral parts of international cooperation in education.

Throughout the year, the International Office provided individual consultations and methodological support to students and academic employees involved in both incoming and outgoing mobility programmes, in line with current needs. In addition to handling the administrative aspects of mobility programmes, the office also provided assistance in resolving matters relating to specific international cooperation initiatives. At the same time, an information session on opportunities for internships abroad was organised in collaboration with the Škoda Auto Representative Office in Vietnam, and, in collaboration with the Marketing Department, an information campaign was carried out aimed at promoting study abroad, with a view to organising Erasmus Info Days the following year.

Autumn 2025 also saw an intensive period of preparation for project applications under the Erasmus+ KA131, KA171 and KA2 programmes, as well as other international calls for proposals. At the same time, project meetings were held with the project teams, focusing on coordinating activities, ongoing evaluation of progress and preparing further joint steps. In 2025, the university also submitted an application to join the CEEPUS programme, which aims to diversify the portfolio of mobility tools and further expand opportunities for international cooperation beyond the scope of the Erasmus+ programme.

Škoda Auto University's cooperation with international partners is therefore not limited to student mobility but also encompasses the mobility of academic and administrative employees, the involvement of international experts in teaching, participation in research teams, and the integration of the outcomes of international cooperation into educational and institutional processes. In addition to the Erasmus+ programme, international cooperation projects are also funded by the BTHA programme, Škoda Auto University scholarship programmes and other sources, particularly internal ones.

6.2 Participation in international educational programmes, including mobility schemes

In 2025, ŠAVŠ was actively involved in the following projects:

Project designation	Amount of funding for ŠAVŠ
2023-1-CZ01-KA131-HED-000136607	€ 271,693
2024-1-CZ01-KA131-HED-000231758	€ 149,622
2024-1-CZ01-KA171-HED-000226119	€ 8,700
2024-1-CZ01-KA220-HED-000255351 (BAIT-HEI)	€ 56,600
ERASMUS-EDU-2024-CB-VET (REnFORCE)	€ 34,019
ERASMUS-EDU-2024-EMJM-DESIGN (ACMI)	€ 30,000
CREATE – Jean Monnet, Czech Resilience in Europe through Awareness, Training and Empowerment	€ 264,927
2025-1-CZ01-KA171-HED-000343337	€ 42,295
Total	€ 857,856

In 2025, the following academic employees from Škoda Auto University took part in teaching mobility abroad:

Lecturers	Pavel Brom
Location	Silesian University of Technology, Poland
Date	13–17 January 2025
Topic	Statistics and advanced graphical data processing
Lecturers	Pavel Štrach
Location	University of Applied Sciences Upper Austria, Austria

Date	5–8 March 2025
Topic	Brand Management
Lecturers	Pavel Štrach
Location	University of Applied Sciences Upper Austria, Austria
Date	12–15 March 2025
Topic	Brand Management
Lecturers	Eva Švejdarová
Location	University of Applied Sciences Münster, Germany
Date	24–28 March 2025
Topic	21st EWA Education
Lecturers	Eva Jaderná
Location	University of Applied Sciences Upper Austria, Austria
Date	12 May – 14 May 2025
Topic	Sustainability
Lecturers	Martin Juhas
Location	Seinäjäki University of Applied Sciences, Finland
Date	21–27 September 2025
Topic	Digital Photography

Lecturers	Martina Beránek
Location	Seinäjäki University of Applied Sciences, Finland
Date	21–27 September 2025
Topic	Strategic Marketing and Management

Lecturers	Anna Ulrichová
Location	Seinäjäki University of Applied Sciences, Finland
Date	21–24 October 2025
Topic	Cross-Cultural Business

Lecturers	Josef Bradáč
Location	Thomas More Mechelen Antwerp, Belgium
Date	18–20 November 2025
Topic	Autonomous vehicles

In 2025, the following employees from Škoda Auto University took part in an international educational mobility programme:

Academic employee	Elena Řihová
Location	University of Shkodra, Albania
Date	18 May – 24 May 2025
Topic	Statistics

Organiser	Kateřina Müllerová
Location	University of Lisbon, Portugal
Date	26 May – 30 May 2025
Topic	Técnico International Staff Week
Academic employee	Monika Ploch Palatková
Location	HTW Dresden, Germany
Date	2 June – 5 June 2025
Theme	International Week
Academic employee	Pavel Neset
Location	Atlantic Centre of Education, Galway, Ireland
Date	30 June – 4 July 2025
Topic	C1 Language Course
Organiser	Denisa Římalová
Location	ShipCon, Palermo, Sicily
Date	6–12 July 2025
Topic	Professional course – Problem Solving & Decision Making
Academic employee	Helena Chytilová
Location	Atlantic Centre of Education, Galway, Ireland
Date	14 July – 18 July 2025
Topic	Cambridge Proficiency English – exam preparation
Organiser	Lucie Kočí
Location	Cork English College, Cork, Ireland
Date	14 July – 18 July 2025
Topic	Language course
Organiser	Terezie Suchánková
Location	Cork English College, Cork, Ireland
Date	14 July – 18 July 2025
Topic	Language course
Organiser	Marina Hanková
Location	English Language Academy – Berlitz, Malta
Date	14 July – 18 July 2025
Topic	Language course
Academic employee	Miluše Löffelmannová
Location	University of Lisbon, Portugal

Date	14 July – 18 July 2025
Topic	Job shadowing
Organiser	Lada Honzáková
Location	Atlantic Centre of Education, Galway, Ireland
Date	21 July – 25 July 2025
Topic	Language course

In 2025, the following staff mobility programmes were carried out as part of the Erasmus+ programme, with the aim of strengthening cooperation, expanding competences, abilities and skills, and potentially preparing for future joint projects:

First name and surname	From	To	Location
Ondřej Krejcar	23 March 2025	27 March 2025	Jerusalem Interdisciplinary College, Israel
Sandra Lacinová	23 March 2025	27 March 2025	Jerusalem Interdisciplinary College, Israel
Helena Chytilová	23 March 2025	27 March 2025	Jerusalem Interdisciplinary College, Israel
Ondřej Krejcar	18 July 2025	28 July 2025	Mission to Taiwan and Japan organised by the Centre for International Cooperation – meetings with Japanese and Taiwanese universities
Denisa Římalová	12 September 2025	17 September 2025	BAIT-HEI project meeting, Internet Web Solution, Málaga, Spain
Pavel Štrach	12 September 2025	17 September 2025	BAIT-HEI project meeting, Internet Web Solution, Málaga, Spain
Lenka Stejskalová	12 September 2025	17 September 2025	BAIT-HEI project meeting, Internet Web Solution, Málaga, Spain
Denisa Římalová	28 September 2025	2 October 2025	REnForce project meeting, Riseba University, Riga, Latvia
Lukáš Herout	28 September 2025	2 October 2025	REnForce project meeting, Riseba University, Riga, Latvia
Denisa Římalová	26 November 2025	29 November 2025	REnForce project meeting, Armenia State University of Economics, Yerevan, Armenia
Lenka Stejskalová	26 November 2025	29 November 2025	REnForce project meeting, Armenia State University of Economics, Yerevan, Armenia
Pavel Štrach	3 December 2025	5 December 2025	Project collaboration, consultation Institut de Haute Formation aux Politiques Communautaires asbl (IHF), Brussels, Belgium
Lenka Stejskalová	3 December 2025	5 December 2025	Project collaboration, consultancy Institut de Haute Formation aux Politiques Communautaires asbl (IHF), Brussels, Belgium

In 2025, the following business trips were also undertaken with the aim of developing international cooperation:

First name and surname	From	To	Location
Ondřej Krejcar	2 September 2025	7 September 2025	University of Granada, Spain
Helena Chytilová	2 September 2025	7 September 2025	University of Granada, Spain
Lukáš Herout	2 September 2025	7 September 2025	University of Granada, Spain

In 2025, new partnerships were established with the following foreign universities and organisations:

- Ulysseus, the European University for the Citizens of the Future, (consortium)
- Feng Chia University, Taiwan, (MOU)
- I-Shou University, Taiwan, (MOU)
- National Yunlin University of Science and Technology, Taiwan, (MOU)
- National Kaohsiung University of Science and Technology, Taiwan, (MOU)
- National Chin-Yi University of Technology, Taiwan, (MOU)
- Shimonoseki University, Japan, (MOU)
- Kansai University, Japan, (MOU)
- Asia University, Taiwan, (MOU)
- University of Vaasa, Finland, (Erasmus+ inter-institutional agreement)
- University of Granada, Spain, (MOU)
- University of Córdoba, Spain, (Erasmus+ inter-institutional agreement)
- University of Piraeus, Greece, (Erasmus+ inter-institutional agreement)
- Negev Innovation Centre Ltd. (BaseCamp), Israel, (MOU)
- Woxsen University, India, (MOU)
- Ovidius University of Constanța, Romania, (MOU)
- State University of Information and Communication Technologies, Ukraine, (MOU)
- Vienna University of Economics and Business, Austria, (Erasmus+ inter-institutional agreement)
- Silesian University of Technology, Poland, (MOU)
- Indian Institute of Technology Indore (IITI), India (MOU)
- University of Economics in Bratislava, EUBA (MOU)

ŠAVŠ partners – higher education institutions and organisations:

Higher education institutions:

Belgium

VIVES University of Applied Sciences
Thomas More University of Applied Sciences

Bosnia and Herzegovina

University College "CEPS – Centre for Business Studies", Kiseljak

Bulgaria

Technical University, Sofia
University of Economics – Varna

Brazil

Mackenzie Presbyterian University

Estonia

TTK University of Applied Sciences
Estonian Business School Foundation

Finland

Seinäjoki University of Applied Sciences
University of Vaasa

France

BBA INSEEC – European Business School Bordeaux/Lyon/Paris

Croatia

University of Zagreb
EFFECTUS University of Applied Sciences

India

Parul University
Chandigarh University
DY Patil International University
Indian Institute of Technology, Indore
Woxsen University

Iceland

Reykjavik University

Israel

Jerusalem Interdisciplinary College
Ariel University

Italy

Marche Polytechnic University, Ancona
University of Sassari
University of Siena

Japan

Shimonoseki City University
Kyoto Computer Gakuin and The Kyoto College of Graduate Studies for Informatics

Kazakhstan

Suleyman Demirel University

Lithuania

Aleksandras Stulginskis University
Vilnius University
Vytautas Magnus University

Hungary

University of Pannonia

Germany

HHL Leipzig Graduate School of Management
HfWU Nürtingen-Geislingen University
Ostfalia University of Applied Sciences
Regensburg University of Applied Sciences
Rosenheim University of Applied Sciences
Technical University of Ingolstadt
University of Applied Sciences Amberg-Weiden
University of Applied Sciences, Aschaffenburg
Dresden University of Applied Sciences
University of Applied Sciences, Koblenz
University of Applied Sciences, Münster
University of Applied Sciences Zwickau
Hof University of Applied Sciences
Baden-Württemberg Cooperative State University
IBR Institute of International Relations GmbH, Germany

Norway

Norwegian University of Science and Technology
Western Norway University of Applied Sciences

Poland

University of Białystok
University of Economics in Katowice
University of Szczecin
Częstochowa University of Technology
Jan Długosz University in Częstochowa
WSB Merino University in Toruń

Silesian University of Technology

Portugal

Polytechnic Institute of Porto
Portucalense University Infante D. Henrique
Polytechnic Institute of Cávado and AVE
University of Minho

Austria

Management Centre Innsbruck
University of Applied Sciences Upper Austria
University of Applied Sciences of WKW
Leoben University of Mining and Technology
Vienna University of Economics and Business

Romania

Babeş-Bolyai University
Transilvania University of Braşov

Polytechnic University of Timișoara Slovakia

Technical University of Košice
Comenius University in Bratislava
University of Economics in Bratislava

University of Žilina, Slovenia

University of Maribor
University of Novo Mesto

Spain

Mondragon University, Arrasate
University of Córdoba
University of Granada – Faculty of Economics and Business

Sweden

Blekinge Institute of Technology

Turkey

Isik University

Taiwan

Asia University
Feng Chia University
I-Shou University
National Kaohsiung University of Science and Technology
National Yunlin University of Science and Technology
Shih Hsin University
The University Academic Alliance in Taiwan

Uzbekistan

Samarkand branch of Tashkent State University of Economics
Namangan Institute of Engineering and Construction

Vietnam

University of Economics, Ho Chi Minh City
Banking University of Ho Chi Minh City
Ton Duc Thang University, Ho Chi Minh City
National Economics University, Hanoi

Companies offering internships in 2025:

India

Škoda Auto Volkswagen India Pvt. Ltd.

Croatia

Project3Mobility

WE-KR d.o.o. Germany

Ascari People GmbH

Vietnam

Representative Office of Škoda Auto a.s., Vietnam

Foreign lecturers and industry experts who were working at Škoda Auto University in 2025:

Lecturers	Christian Brauweiler
Institution	Westsächsische Hochschule Zwickau, Germany
Date	27–29 January 2025
Topic	Internationalisation of Higher Education Institutions

Lecturers	Sandra Braun
Institution	Westsächsische Hochschule Zwickau, Germany
Date	27–29 January 2025
Topic	Internationalisation of Higher Education Institutions

Lecturers	Janina M. Vernal Schmidt
Institution	Westsächsische Hochschule Zwickau, Germany
Date	27–29 January 2025
Topic	Internationalisation of Higher Education Institutions

Lecturers	Isaacs Cory
Institution	Seinäjäki University of Applied Sciences, Finland
Date	17–22 February 2025
Topic	Business Communication Competences

Lecturers	Okuogume Harrison
Institution	Seinäjäki University of Applied Sciences, Finland
Date	9 March – 15 March 2025
Topic	International Trade, Strategic Marketing and Management

Lecturers	Tiit Elenurm
Institution	Estonian Business School, Estonia
Date	10–12 March 2025
Topic	Marketing

Lecturers	Hans Bleeser
Institution	Thomas More University of Applied Sciences, Belgium
Date	26–27 March 2025
Topic	Energy transition

Lecturers	Michal Stričík
Institution	University of Economics in Bratislava, Slovakia
Date	24 March – 28 March 2025
Topic	Green marketing

Lecturer	Dennis Goossens
Institution	Thomas More University of Applied Sciences, Belgium
Date	7–9 April 2025
Topic	Battery-powered vehicles and infrastructure
Lecturers	Theodoros Koutmeridis
Institution	University of Glasgow, United Kingdom
Date	7–11 April 2025
Topic	Economics, Psychology and Experiments
Lecturers	Sven Hermas
Institution	Thomas More University of Applied Sciences, Belgium
Date	14–18 April 2025
Topic	EU standards for combustion engines
Lecturers	Janka Kopčáková
Institution	University of Economics, Bratislava, Slovakia
Date	12 May – 16 May 2025
Topic	Consumer behaviour
Lecturers	Juraj Jablonický
Institution	Slovak University of Agriculture in Nitra, Slovakia
Date	23 June – 25 June 2025
Topic	Smart manufacturing and sustainable technologies
Lecturers	Peter Kuchar
Institution	Slovak University of Agriculture in Nitra, Slovakia
Date	23 June – 25 June 2025
Topic	Smart manufacturing and sustainable technologies
Lecturers	Juraj Tulík
Institution	Slovak University of Agriculture in Nitra, Slovakia
Date	23 June – 25 June 2025
Topic	Smart manufacturing and sustainable technologies
Lecturers	Anne Lelummes
Institution	Estonian Business School, Estonia
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Omolade Zainab Adeyemi
Institution	HHL gemeinnützige GmbH, Germany
Date	15–19 September 2025
Topic	International Training Week

Lecturers	Anu Lehing
Institution	Estonian Business School, Estonia
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Anne-Maria Aho
Institution	Seinäjäski University of Applied Sciences, Finland
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Arola Marjo
Institution	Seinäjäski University of Applied Sciences, Finland
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Nick Langer
Institution	FH Münster University of Applied Sciences, Germany
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Jasna Kropf
Institution	Effectus University of Applied Sciences, Croatia
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Marica Javorović
Institution	Effectus University of Applied Sciences, Croatia
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Marija Miličević
Institution	Effectus University of Applied Sciences, Croatia
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Željka Zavišić
Institution	Effectus University of Applied Sciences, Croatia
Date	15–19 September 2025
Topic	International Training Week
Lecturers	Cory Isaacs
Institution	Seinäjäski University of Applied Sciences, Finland
Date	22–27 September 2025

Topic	Business Communication Competences
Lecturers	Jorma Imppola
Institution	Seinäjoki University of Applied Sciences, Finland
Date	13–17 October 2025
Topic	Holistic Sustainability Concept
Lecturers	Rivka Sigal
Institution	Jerusalem Interdisciplinary College, Israel
Date	8–12 December 2025
Topic	Developing Grit and a Growth Mindset for Empowerment
Lecturers	Zohar Shalev
Institution	Jerusalem Interdisciplinary College, Israel
Date	8–12 December 2025
Topic	From Slide to Stage

In 2025, ŠAVŠ was involved in international educational programmes with the structure and overall scope set out in the following table:

The university's involvement in international educational programmes													
Škoda Auto University	EU programmes for education and vocational training								Other programmes				TOTAL
	Erasmus+	Comenius	Grundtvig	Leonardo	Jean Monnet	Erasmus Mundus	Tempus	Other	Ceepus	Aktion	Ministry of Education,	Other	
Number of projects	6				1	1							8
Number of students sent abroad	36												25
Number of students admitted	18												18
Number of academic employees sent abroad	10												10
Number of academic employees and experts hosted	9												9
Number of other employees sent abroad	8												5
Number of other employees received	6												6

6.3 The university's involvement in international consortia and projects

In September 2025, ŠAVŠ became an associate partner of the prestigious Ulysseus network of European universities, which brings together internationally recognised higher education institutions that promote international cooperation. The Ulysseus network focuses on developing international cooperation in the fields of education, research and innovation, including support for the mobility of students and academic employees and the development of joint study programmes. At the same time, it emphasises the themes of sustainability, social responsibility and innovative solutions that respond to the current needs of society. The network comprises the University of Seville, Université Côte d'Azur, the University of Genoa, the Technical University of Košice, MCI Entrepreneurial School, Haaga-Helia University of Applied Sciences, the University of Münster and the University of Montenegro.

On 20–21 October 2025, the Vice-Rector for International Relations, Assoc. Prof. Ing. Helena Chytilová, Ph.D., M.A., attended the Ulysseus network meeting at the Technical University of Košice. This meeting marked the first step towards ŠAVŠ commencing cooperation within this network as an associate partner, with subsequent development in the field of internationalisation.

Project-based cooperation conducted by ŠAVŠ remained an integral part of its internationalisation strategy in 2025 and, through international partnerships, contributed to the systematic development of competences, innovation in teaching and the transfer of international know-how. During 2025, ŠAVŠ coordinated or participated as a partner in several significant international projects.

ŠAVŠ continued to implement the Brilliant Artificial Intelligence Toolkit – Higher Education Instructor (BAIT-HEI) project under the Erasmus+ KA220-HED call, which was launched in December 2024. The project focuses on further training for academic and non-academic employees in the responsible use of artificial intelligence and on the integration of new knowledge into higher education teaching. ŠAVŠ acts as the project coordinator and collaborates with partners from the Czech Republic, Germany, Belgium, Italy, Finland, Ireland, Spain, Croatia and Slovakia. The project is scheduled to run until 2027.

In 2025, work also began on the Erasmus+ project REnFORCE – Strengthening Workforce Potential in the Renewable Energy Sector, in which ŠAVŠ is participating as a partner in the consortium. The project focuses on sustainability, the transfer of know-how and the development of educational and training materials to build skills in the renewable energy sector. The consortium comprises 12 partners from the Czech Republic, Latvia, Belgium, Ukraine and Armenia. Work on the project outputs, their implementation and testing will continue until the end of 2027.

As part of the Jean Monnet initiative, ŠAVŠ launched the CREATE project – Czech Resilience in Europe through Awareness, Training and Empowerment – in 2025, acting as the lead partner. The project responds to the need to strengthen the teaching of European Union topics at Czech secondary and vocational schools, particularly in less urbanised regions. It focuses on teacher training, methodological support and the development of teaching tools. This three-year project began on 1 November 2025 and is scheduled to end on 31 October 2028.

Another significant project secured in 2025 is SUSTAIN – Sustainable Universities for Society Through Action, Innovation, and Knowledge Networks, which is coordinated by ŠAVŠ. The project aims to strengthen the so-called 'third role' of higher education institutions in Vietnam and the Maldives through the development of institutional capacity, support for sustainability, and the integration of CSR, DEI and green development principles into governance, teaching and collaboration with industry. At the same time, it contributes to the internationalisation of less engaged institutions and to the development of competencies in the field of green transition and renewable energy sources. Partners from Croatia, Belgium, Vietnam and the Maldives are involved in its implementation. The project is a three-year initiative, scheduled to run from 1 January 2026 to 31 December 2028.

In 2025, work also continued on the Erasmus Mundus Design Measures project, which focuses on developing a joint English-language postgraduate master's programme with the working title 'Automotive Computing for Mobility Innovation'. The project responds to the European Union's strategic priorities in the field of digitalisation and the transformation of the automotive industry, which is a key sector for the European economy and competitiveness. The project is being conducted in collaboration with Unicorn University (Czech Republic), the University of Žilina (Slovakia), Seinäjoki University of Applied Sciences (Finland) and Transilvania University of Braşov (Romania). Throughout 2025, work continued on developing the content, structure and institutional framework of the joint study programme, including the establishment of procedural and administrative processes and the preparation of

documentation for the subsequent submission of an Erasmus Mundus Joint Master's programme proposal.

6.4 Mobility of students and academic staff by country

The following table sets out the basic quantitative data on the mobility of students, academic and other employees:

Mobility of students, academic employees, experts and other employees by country ^{*)}				
Škoda Auto University	Number of students		Number of academic employees, experts and other employees	
Country	sent	Admitted	sent	Admitted
Albania	0	0	1	0
Kingdom of Belgium	2	1	0	1
Republic of Estonia	1	0	0	2
Republic of Finland	1	0	2	6
French Republic	1	3	0	0
Republic of Croatia	2	0	0	4
Republic of India	3	0	0	0
Ireland	0	0	5	0
The Italian Republic	7	2	1	0
Republic of Malta	0	0	1	0
Kingdom of Norway	1	0	0	0
Republic of Poland	0	0	1	0
Portuguese Republic	7	2	1	0
Republic of Austria	3	0	0	0
Slovak Republic	0	0	0	2
Republic of Slovenia	0	1	0	0
United Kingdom of Great Britain and Northern Ireland	0	0	0	1
United States of America	1	0	0	0
Federal Republic of Germany	4	8	1	2
State of Israel	0	0	3	2
Taiwan	2	0	0	0
Socialist Republic of Vietnam	1	0	0	0
TOTAL	36	18	15	20

^{*)} Only student mobility periods of at least 14 days and staff mobility periods of at least 5 days are counted.

6.5 Support for student participation in international mobility programmes

Standard Erasmus+ programme tools are used to support students on mobility programmes abroad. The university has its own scholarship programme to support students travelling to countries outside the scope of the Erasmus+ programme. Furthermore, practical placements outside the EU are financially supported by the host organisation.

There is also close communication and coordination with the International Offices of the host institutions.

The International Office provides administrative support to outgoing students. Language and intercultural preparation is organised by the International Office in collaboration with the Department of Language Training and Intercultural Competences.

6.6 Integrating foreign members of the academic community into their lives

International members of the academic community with permanent employment at ŠAVŠ were already fully adapted to life in the Czech Republic before joining ŠAVŠ. The International Office and specialist academic employees at the university are authorised to provide intercultural counselling to assist with overcoming any intercultural differences. International lecturers arriving for shorter periods as part of mobility programmes receive support from the International Office, the relevant department and, where necessary, intercultural counselling from an authorised specialist academic employee. ŠAVŠ academics themselves also assist with supporting visiting academics; they maintain contact with their counterparts and liaise with the International Office on all necessary matters.

The integration of international members of the academic community also requires the active involvement of all university employees. For this reason, the International Office at Škoda Auto University, in collaboration with other departments, organises and runs workshops, seminars and consultations focusing on intercultural issues, diversity and other matters relating to the stay of foreign nationals in the Czech Republic.

6.7 Virtual and blended mobility

In 2025, the following virtual or blended mobility programmes were carried out:

Blended learning:

Online commencement, on-site teaching and conclusion.

Mgr. Eva Švejdarová, MBA, M.A., Ph.D., Ing. David Holman, Ph.D., Ing. Josef Horák, Ph.D.

Blended Intensive Programme (May 2025).

Block-based teaching: SSM_Next Generation Sustainable Business.

This programme was organised in collaboration with the following universities: Technische Hochschule Rosenheim, Hof University of Applied Sciences, Technical University of Sofia, Aschaffenburg University of Applied Sciences, Estonian Business School, HHL Leipzig Graduate School of Management, Jerusalem Multidisciplinary College.

Mgr. Eva Švejdarová, MBA, M.A., Ph.D., Ing. David Holman, Ph.D., Ing. Josef Horák, Ph.D.

Blended Intensive Programme (09/2025)

Block teaching: SIM_Re-Inventing Automotive through the Lens of Sustainability, Innovation, Global Megatrends & AI – Driven by Gen Z

This programme was delivered in collaboration with the following universities: HHL Leipzig Graduate School of Management, Rosenheim Technical University of Applied Sciences, University of Maribor, Comenius University in Bratislava, Transilvania University of Braşov, University of Social and Medical Sciences in Lublin

Online teaching:

Mgr. Dagmar Siegllová, M.S.Ed., Ph.D.

- online lecture for students from Woxsen University in India, December 2025

Tandem teaching:

Mgr. Zuzana Havlisová

ŠAVŠ NJB1 Module 5 in collaboration with HTW Dresden

-German for international students, December 2025

Participants: 11 students (5 from ŠAVŠ, 6 from HTW)

Format: online, 90 minutes

Topic: University studies – the system, experiences, work experience, culture

ŠAVŠ NJA2 Module 3 in collaboration with SeAMK Seinäjoki
– German for international students, March 2026
Participants: 21 (12 from ŠAVŠ, 9 from SeAMK)
Format: online
Topic: information about the country and social life, students' experiences and daily life
Experiences with organising this type of mobility have been positive, including feedback from students.

7 Research, development, artistic and other creative activities

7.1 Implementation of the strategic plan in the area of research, development and other creative activities

Škoda Auto University conducts research and development primarily in the specialisations within the accredited study programmes in Economics and Management, Business Economics and Management Informatics, and Industrial Management, for both bachelor's and master's degree programmes. The quality of the results of these activities is assessed in two ways – firstly, through the methods described in Škoda Auto University's internal quality assessment system, as mentioned earlier in this report; and secondly, in accordance with the current Methodology for the Evaluation of Research Organisations 2017+. On the basis of detailed external evaluations conducted by the Accreditation Commission and the Department of Science and Research of the Ministry of Education, Youth and Sports (MŠMT), and subsequently by the Research, Development and Innovation Council (RVVI), the university was included on the list of research organisations under Act No. 130/2002 Coll. and related regulations, as amended, as early as the beginning of 2012. This inclusion was confirmed even after the university's transformation into a different legal form. Since 2017, it has also been included on the list of research organisations, now maintained by the Ministry of Education, Youth and Sports. In 2025, Škoda Auto University underwent a comprehensive evaluation process in the field of research and development for the second time. To this end, it established an international evaluation panel, approved by the Ministry of Education, Youth and Sports. The recommendations arising from the evaluation process will serve to further develop the institution's research activities, including research management. Based on the evaluation results, the institution was awarded funding under the DKRVO scheme, which will enable it to finance research activities – particularly high-quality publications – at a guaranteed level for a period of five years. There has been a shift in the focus of the ŠAVŠ Research Centre's activities, which now centres on knowledge and technology transfer. The university thus continues to fulfil that part of its Strategic Plan which concerns the development of quality and excellence, including its ambition to become a university-type institution offering a doctoral programme. In December 2025, ŠAVŠ submitted an application to the National Accreditation Office for the accreditation of the doctoral programme in Industrial Innovation Management. Škoda Auto University also regularly monitors the level of expenditure on research and creative activities, including that portion of expenditure relating to the transfer of information on the results of research and development activities to students (research-led teaching). Specific data are set out below.

7.2 The link between creative and educational activities

The creative work of academic employees and their outcomes are organically integrated into the innovation of teaching content for specialist subjects. This integration is primarily due to the high degree of overlap between the research employees and teaching employees. The main focus is on supervising degree theses. Compulsory, compulsory-optional and optional modules are taught by academic employees who engage in publishing and other creative activities in subject areas corresponding to the material taught. The specialist focus of lecturers (thesis supervisors) corresponds to the topics of the theses prepared by the students they supervise. In the departments responsible for the core teaching areas of study programmes, fields of study and specialisations, basic, contract-based and applied research projects are conducted, as well as projects arising from the student grant competition funded under the Specific Research at Higher Education Institutions scheme and projects funded by the Internal Grant Agency (IGA) under the DKRVO scheme.

7.3 Student involvement in creative activities

The university has its own rules for the Student Grant Competition, which are almost identical to the rules of the competitions of the same name at higher education institutions. For 2025, the university has secured funding for specific research from the Ministry of Education, Youth and Sports (MŠMT) based on criteria set by the ministry. Students on the follow-up Master's programme have the opportunity to participate in projects under the Student Grant Competition, primarily through the preparation of their final theses; some also contribute to the published outputs of the principal investigators of these projects. Some also take part in IGA projects and in other basic, applied and contract research projects conducted within the departments.

7.4 Earmarked funds for research, development and innovation received in 2025

No.	Project name	Provider	Funds allocated
1.	VRTOUCH Modular drilling rig for use in confined spaces with an environmentally friendly drive system	TA ČR Trend	CZK 896,580
2.	NCK for industrial 3D printing	TA ČR NCK	1,950,638 CZK
3.	Support for specific research at universities	Ministry of Education, Youth and Sports	CZK 464,450
4.	Grant for the stabilisation component of institutional support for the long-term strategic development of research organisations	Ministry of Education, Youth and Sports	CZK 2,955,450

7.5 Support for doctoral students and postdoctoral researchers

Škoda Auto. The university does not yet have its own doctoral programme. The application for accreditation is currently being assessed by the National Accreditation Office.

7.6 Creative activity projects conducted in 2025

In 2025, the university conducted the following research and creative projects:

No.	Principal Investigator	Project title	Funding body	Duration	Project costs [thousand CZK]	
					2025	Total
1.	prof. Ing. Jiří Strouhal, Ph.D.	Cooperation, development and cross-border transfer of Industrial Symbiosis among industry and stakeholders (LIAISE) (Sustainable Company)	COST Action	2023 to 2027	-	-
2.	Assoc. Prof. Jiřina Bokšová, Ph.D.	Work inequalities in later life redefined by digitalisation (DIGI-net)	COST Action	2022 to 2026	-	-
3.	prof. Ing. Jiří Strouhal, Ph.D.	EU Circular Economy Network for All: Consumer Protection through Reducing, Reusing and Repairing (ECO4ALL)	COST Action	2023 to 2027	-	-
4.	prof. Ing. Vojtěch Dynybyl, Ph.D.	VRTOUCH Modular drilling rig for use in confined spaces with an environmentally friendly drive system	TA ČR Trend	2023 to 2025	897	10,701
5.	prof. Ing. Radim Lenort, Ph.D.	National Centre of Competence for Industrial 3D Printing	TA CR National Centres of Competence	2023 to 2028	1,951	223471
6.	Ing. Josef Bradáč, Ph.D.	Application of innovative trends in the automotive sector	Ministry of Education, Youth and Sports DKRVO	2024 to 2026	227	810
7.	PhDr. Dagmar Siegllová, Ph.D.	Globalisation and the development of Škoda Auto, a.s.'s language policy over the last 25 years: Language management in everyday practice	Ministry of Education, Youth and Sports DKRVO	2025	222 797	222 797

Contract research projects in 2025:

No.	Principal Investigator	Project title	Funding body	Duration	Project costs in 2024
1.	prof. Ing. Radim Lenort, Ph.D.	A model for assigning production orders to assembly workers	KES – Cable and Electrical Systems, Ltd.	2024–2025	70,000 CZK
2.	doc. Ing. Pavel Štrach, Ph.D.	Facelift inside out	Škoda Auto a.s.	2024–2025	0 Kč
3.	Mgr. Eva Švejdarová, MBA, M.A., Ph.D.	OKR Wellbeing	Škoda Auto a.s.	2025	238,750 CZK
4.	prof. Ing. Vojtěch Dynybyl, Ph.D.	Intelligent monitoring of the cooling system circuit on the Kaltwasserprüfstand model	Škoda Auto a.s.	2025	240,000 CZK
5.	prof. Ing. Radim Lenort, Ph.D., ALog., Ing.Paed.IGIP	Analysis of data from RTLS and logistics systems	Škoda Auto a.s.	2025	238,000 CZK
6	doc. Ing. Jiří David, Ph.D.	Electric motor control for regulating a pump in an experimental automotive thermal management cooling system	Škoda Auto a.s.	2025	240,000 CZK
Total					CZK 1,026,750

Projects from the Student Grant Competition in 2025:

No.	Principal Investigator	Project title	Department	Period	Costs 2025 [thousand CZK]	Costs 2026 (planned) [thousand CZK]	Total costs [thousand CZK]
1.	Assoc. Prof. Ing. Jiří David, Ph.D.	Preparation of the team for FORMULA STUDENT Škoda Auto at the	KSE	2024 to 2025	225	---	454
2.	Ing. Eva Jademá, Ph.D.	Acceptance of electromobility by Czech consumers	KMM	2025	239		239

7.7 Conferences organised by Škoda Auto University in 2025

Škoda Auto University was, as is traditional, a co-organiser of the international scientific conference Carpathian Logistic Congress, which took place on 4–5 December 2025 in Piešťany, Slovakia.

In 2025, ŠAVŠ organised the following specialist events and workshops:

21 January 2025	Workshop on Tax Externalities of Mobility
23 January 2025	15th Research Open Day – a full-day series of lectures during which academic employees present their current research projects
9 June 2025	Seminar: 'The Automotive Industry in Figures: the World, Europe, the Czech Republic, and Electromobility'

24 November 2025

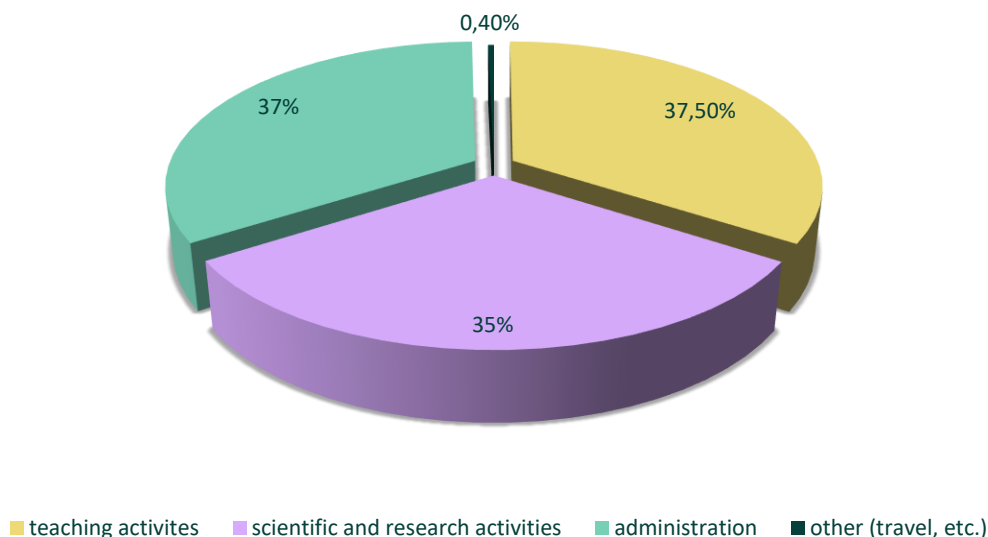
Seminar: "The Global, European and Czech Automotive Industry and Car Market: Status, Trends and Selected Issues in Data"

Proportion of expenditure on R&D activities:

The proportion of expenditure on R&D activities and the transfer of their results to students is reported by the university, in accordance with its internal methodology, on a regular basis to several institutions – ranging from the Czech Statistical Office (ČSÚ) to the Research, Development and Innovation Council (RVVI). In 2011, as part of an ongoing tax optimisation process, Škoda Auto, in collaboration with the audit firm Deloitte, commissioned Škoda Auto University to prepare a statement for the purposes of tax optimisation of costs. The university also drew on the methodology of this calculation in 2022 when determining the proportion of expenditure on R&D for the purpose of demonstrating the structure of expenditure as part of its application for inclusion on the list of research organisations.

The methodology remains in place for subsequent periods, and its current result for 2025 is shown in the following chart:

COSTS OF INDIVIDUAL ACTIVITIES AT ŠAVŠ



7.8 The contribution of the applied sector to the development and delivery of study programmes

In 2025, the university continued its systematic collaboration with the applied sector, both within and outside the automotive industry, on the development and delivery of study programmes.

The industry sector contributes to the development and innovation of study programmes, in particular through systematic work within the study programme councils, which act as expert advisory bodies to the study programme guarantor and whose activities are described in detail in the school's internal regulations. A broad range of stakeholders is represented on the study programme councils.

Cooperation with the industry sector in the delivery of study programmes takes the following forms in particular: internships for ŠAVŠ students in companies; the dual education programme, which is described in detail in Chapter 4.4; the involvement of experts from the business sector in teaching, in the form of one-off lectures within individual modules, or even the delivery of specialised optional modules reflecting current developments in practice; the supervision and examination of final theses; a pilot project for the dual education system; and the organisation of excursions to selected facilities of partner companies.

Within the framework of both external and internal research and consultancy projects in which the university's academic employees are involved, there is significant collaboration with several divisions of Škoda Auto a.s. and other partner companies.

Experts from the industry involved in teaching, supervising final-year projects and supervising professional placements within accredited study programmes (numbers):

Škoda Auto University	Teaching	Supervision of final theses	Supervision of professional placements
TOTAL	144	4	124

Study programmes which include a compulsory professional placement lasting at least one month (numbers):

Škoda Auto University	Number of programmes	Number of students on these programmes
TOTAL	9	1,030

7.9 Collaboration with industry on the creation and transfer of innovations

Škoda Auto University has refocused its research centre on technology transfer and knowledge transfer. Each year, the university undertakes a number of contract research projects for its founder and other companies, particularly in the fields of logistics, mechanical engineering and electrical engineering, which are of an innovative nature. Last year, it also worked on the TACR Trend applied research project to develop a modular drilling rig for use in confined spaces, featuring an environmentally friendly drive system. Given its size and focus, it aims to develop internal organisational structures and incentive schemes for the sale of consultancy services, in line with the specialisations of its core academic employees and the fields of study taught. The school also has an internal policy on the protection of intellectual property, which, amongst other things, regulates the distribution of income arising from the creation of intellectual property between the institution and its employees.

7.10 Support for the horizontal mobility of students and academic staff

ŠAVŠ systematically supports the horizontal mobility of students through a well-developed system of compulsory five-month internships for Bachelor's degree students. These internships take place during the fifth semester and are carried out primarily at Škoda Auto, its suppliers and within a wide network of partner companies. In the follow-on Master's degree programmes in Industrial Management and Business Economics and Management Informatics, a compulsory internship totalling 6 weeks is included. In the follow-on Master's degree programme in Economics and Management, a professional internship lasting between 6 weeks and 3 months is offered as an optional module.

In addition to established one- or two-semester study placements at partner universities, students can undertake internships within the Erasmus+ programme at an extensive network of foreign partner institutions (see Chapter 7). The university's academic employees also make extensive use of the Erasmus+ programme for mobility opportunities.

Horizontal mobility of academic employees is supported in particular through close cooperation with the university's founder, Škoda Auto a.s., and other partner companies.

7.11 The university's role at regional and supra-regional levels

Škoda Auto University is the only higher education institution in the town of Mladá Boleslav and its wider surroundings. It is a key factor contributing to the development of Mladá Boleslav as a centre of learning at both regional and supra-regional levels. The university's management works closely with the local authorities of the statutory city of Mladá Boleslav on the drafting of strategic regional documents. Another significant aspect of its regional impact is its cooperation with secondary schools, which is described in a separate chapter.

Although ŠAVŠ is not among the largest higher education institutions in the Czech Republic, it is an institution with a supra-regional character. This is clearly demonstrated by the very fact that more than 75 per cent of its students come from areas outside the Mladá Boleslav district. The proportion of international students is also very high, standing at 29.6 per cent in 2025.

This international character is further underpinned by close ties with the globally active company Škoda Auto a.s. and the university's high level of activity within the Erasmus+ programme. It is reflected in a wide network of collaborating partner educational and business organisations, particularly within the EU and in the key markets of Škoda Auto a.s. This network provides the university's students and academic employees with numerous international contacts; at Master's level, for example, this means that, over the long term, one in two graduates enters the labour market with at least six months' study or internship experience abroad.

8 Quality assurance and evaluation of activities

Following the entry into force of Act No. 137/2016 Coll. (the so-called 'major' amendment to Act No. 111/1998 Coll. on Higher Education Institutions), ŠAVŠ amended all its internal regulations and drew up new internal regulations implementing the new provisions of the Higher Education Act. All new and amended internal regulations were registered with the Ministry of Education, Youth and Sports in August 2017. Crucial to quality assurance and the evaluation of the documents implemented was the creation, registration and application of the internal regulation entitled 'Rules of the Quality Assurance System for Educational, Creative and Related Activities and the Internal Evaluation of the Quality of Educational, Creative and Related Activities' (hereinafter the 'Quality Assurance Rules').

The Quality Assurance Rules establish the quality assurance system, evaluation procedures and responsibilities. They also define the structure of the Report on the Internal Evaluation of Educational and Creative Activities and Related Activities.

Another significant milestone in the development of the quality assurance system was the establishment of the Internal Evaluation Council in May 2017. The composition of the Council is set out in Chapter 1.1.

The strategic objective of ŠAVŠ, approved by the Board of Directors of Škoda Auto a.s. and the academic bodies of ŠAVŠ as part of the Long-Term Plan for 2016–2020 and the Strategic Plan for the period from 2021 onwards, was to obtain institutional accreditation for the field of economics.

The application for institutional accreditation was submitted to the National Accreditation Office in the third quarter of 2022. In March 2023, the NAÚ evaluation committee visited ŠAVŠ. Based on the committee's findings, ŠAVŠ requested in May 2023 that the administrative proceedings be suspended, which were subsequently suspended until 20 October 2023.

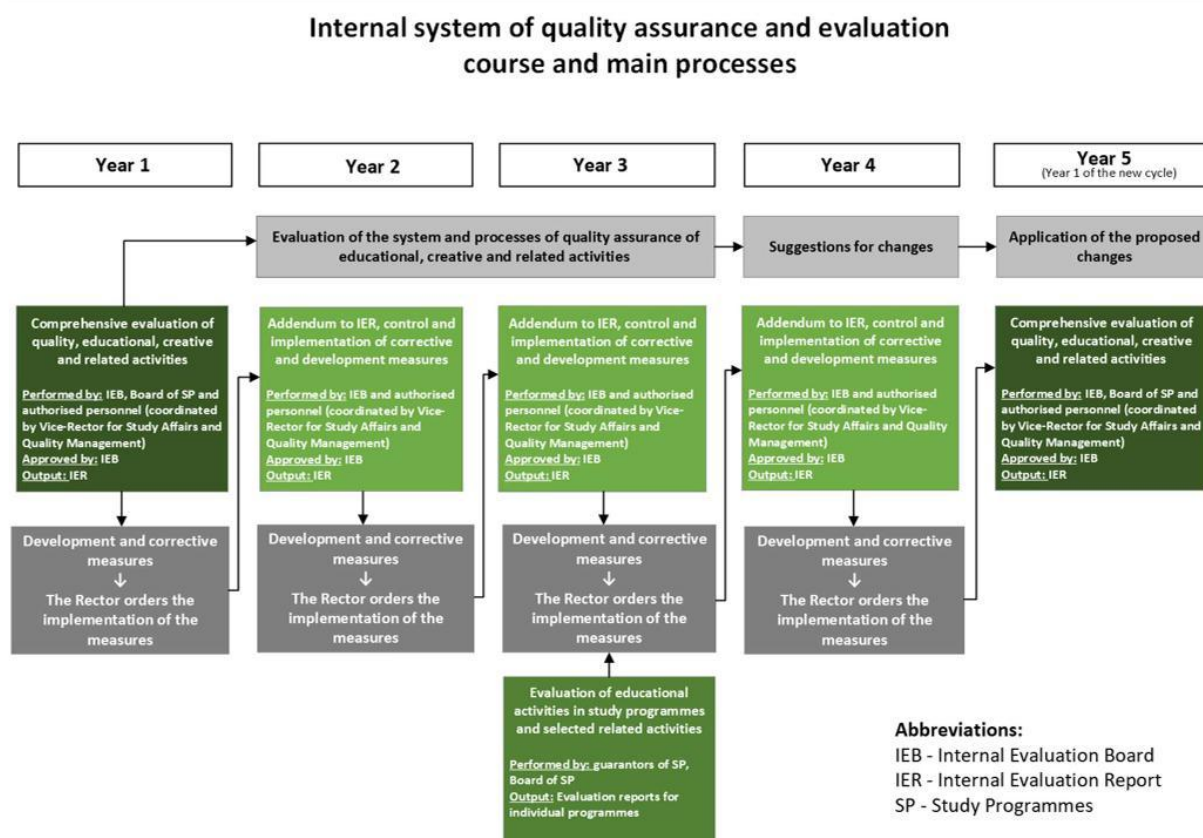
In October 2023, supplementary information on the implemented and planned changes to ŠAVŠ's institutional environment was sent to the NAÚ. The NAÚ subsequently discussed the application for institutional accreditation at its meeting in January 2024 and granted ŠAVŠ institutional accreditation for the field of study 'Economics', at Bachelor's degree level.

Throughout 2025, the Internal Evaluation Council functioned fully as an internal accreditation body, approving submitted accreditation applications as well as minor amendments to the study plans of study programmes, including the inclusion of new optional modules.

As part of the internal accreditation process, bachelor's double-degree programmes in the field of Economics, delivered in collaboration with partner universities abroad, were accredited, as were certain minor amendments to the study plans of bachelor's degree programmes. In accordance with current legislation, the National Accreditation Office for Higher Education was informed of these changes.

In 2025, as part of the Internal Evaluation and Quality Assurance System, an Addendum to the report on the internal evaluation of educational, creative, and other related activities within study programmes and associated support activities for the year 2024 was prepared and approved by the RVH.

In 2025, the internal quality assurance and evaluation system operated in full accordance with the diagram shown in the following figure:



At the end of 2024, ŠAVŠ submitted an application to National Accreditation Office (NAÚTV) for the renewal of accreditation for the follow-on Master's degree programme in Industrial Management. At the end of 2025, NAÚTV decided to renew the accreditation for this degree programme for a period of five years.

At the beginning of 2025, ŠAVŠ submitted an application to NAÚTV for the extension and expansion of accreditation to include a blended-learning format for the follow-on Master's degree programme in Business Economics and Management Informatics. During 2025, NAÚTV decided to extend the accreditation of this degree programme for a period of 10 years.

During 2025, applications for the accreditation of the doctoral study programmes 'Industrial Innovation Management' was prepared and submitted to NAÚTV at the end of the year, along with an application for classification as a university.

All accreditation applications were duly discussed and approved by the Internal Evaluation Board and the Academic Board prior to submission. External evaluators were also involved in the preparation of the accreditation applications to the extent specified by the accreditation regulations.

Student evaluation remains a key element of internal quality assurance. In 2025, an updated module of the AIS information system was once again utilised for this purpose, enabling evaluations to be carried out at various levels – from lecturers and course coordinators, through to heads of departments, right up to programme coordinators and the university management. In 2025, the participation rate of students in this evaluation was 31 per cent.

On 1 January 2023, the ŠAVŠ Research Centre commenced operations; to date, it has focused on various aspects of sustainable development in the automotive industry. The centre's activities are currently being expanded, particularly into the areas of technology transfer and intensified efforts to secure external grants. In 2025, the second evaluation of ŠAVŠ's research activities was conducted by the International Evaluation Panel. Based on the results of the evaluation, the university will be allocated funding under the DKRVO scheme, which will enable it to finance research activities over the next five years, primarily the production of high-quality publications. In recent years, the university has made increased efforts to participate in international consortia with the aim of securing foreign research grants, which has borne fruit in the form of participation in a Horizon Europe consortium for the NEXTLOGIC project: NEXT-GEN

URBAN FREIGHT LOGISTICS FOR NET ZERO EMISSIONS THROUGH INNOVATIVE SOLUTIONS.
The project will run from 2026 to 2029.

Škoda Auto University obtained ACBSP international accreditation in 2014. The accreditation was granted with five so-called 'notes' – recommendations for improvement. In 2016, the first Quality Assurance Report was submitted, on the basis of which three notes were resolved. Between 2016 and 2018, measures leading to the resolution of the remaining two 'notes' were finalised and fully implemented, which was confirmed following the submission of the second monitoring report. In 2022, the third monitoring report was submitted in accordance with the required accreditation criteria. Furthermore, in 2024, the institution worked systematically not only to maintain the established system for standardising study programmes, specialisations and modules, learning outcomes, the provision of feedback to students, etc., but also to achieve continuous improvement in all areas of the updated ACBSP accreditation standards. Throughout the year, documentation for the planned re-accreditation (Self-Study Report) was prepared and submitted in July 2024. A visit by the accreditation commissioners took place in September 2024. The re-accreditation process was successfully completed. At the November meeting of the Board of Commissioners, the study programmes and specialisations in the field of Economics and Management were granted ACBSP international accreditation for a further 10 years. In 2026, Škoda Auto University will submit a Status Report, followed by a Quality Assurance Report in 2028.

Doc. Ing. Pavel Štrach, Ph.D. et Ph.D. served as Chair of Region 8 at the Accreditation Council for Business Schools and Programs (ACBSP) in 2025 and was also actively involved in ACBSP evaluation processes at other higher education institutions, which enabled the transfer of best practice to the operations of ŠAVŠ.

9 National and international excellence of the university

9.1 International and significant national research and creative activity

In 2025, ŠAVŠ's international development and creative activities were carried out primarily through the European projects BAIT, REnForce and Automotive Computing for Mobility Innovation, which contributed to the creation of new educational tools, the development of innovative teaching methods, the strengthening of institutional capacities and the preparation of new international educational solutions. These projects thus reflected the institution's development and creative activities, particularly in the areas of designing methodologies, educational content and open educational resources, as well as the development of new models of international cooperation and the design of joint study programmes. Throughout the year, their objectives and interim outputs were also publicly presented via project websites and specialist international meetings; in the case of the BAIT project, notably at a transnational partners' meeting in September 2025 in Málaga and subsequently in December 2025 in Brussels at the Institut de Haute Formation aux Politiques Communautaires (IHF), whilst the outputs of Work Package 2 were also published as open educational resources. The REnForce project was publicly presented at international project meetings in October 2025 at RISEBA University in Riga, in November 2025 at the Armenia State University of Economics in Yerevan, and also in December 2025 in Brussels at the IHF. The SUSTAIN project was publicly communicated at its official launch through information provided by the partner institutions. The Automotive Computing for Mobility Innovation project was presented during the year at a series of international workshops held in January 2025 in Žilina, in May 2025 in Seinäjoki and in November 2025 in Mladá Boleslav, focusing on the preparation of a joint follow-up Master's degree programme. The university also participated in a project funded by The Chartered Institute of Management Accountants (CIMA) and in three COST Action projects (see Chapter 8). The greatest achievement in the field of science at the international level was ŠAVŠ's successful involvement in the Horizon Europe NEXTLOGIC project as part of a consortium of 30 partners from 13 countries. At national level, the university has participated in two significant TAČR projects: the National Competence Centre for Industrial 3D Printing, and VRTOUCH/Modular Kit for Applications in Space-Constrained Environments with Environmentally Friendly Propulsion. Further information on these projects is provided in Chapter 8.

9.2 Škoda Auto University's membership of international and national associations, organisations and societies, as well as professional associations, organisations and societies

Organisation	Status
Accreditation Council for Business Schools and Programs	Member
COMMON ČR (association of IBM technology users)	Member
Czech Economic Society	Member
Czech Marketing Society	Member
Czech and Slovak Association of Language Centre Teachers at Universities	Member
European Confederation of Language Centres in Higher Education (CercleS)	Member
Czech and Slovak Association of Language Centre Teachers at Universities (CASAJC)	Member
Czech Logistics Association	Member
GNSS Centre of Excellence	Member
International Fiscal Association (IFA)	Member
Lean & Green Czech	Member
CAMBAS	Member
Association of University Staff	Member
Association of Librarians and Information Professionals	Member
SDRUK – Association of Libraries	Member
Moravian-Silesian Automotive Cluster, z.s. (Autoklastr)	Member
AutoSAP – Automotive Industry Association	Member

In 2025, the university's academic employees were members of the following professional and specialist organisations:

Mgr. Lenka Stejskalová, MBA

European Confederation of Language Centres in Higher Education (CercleS)
Czech and Slovak Association of Language Centre (CASAJC) – committee member
Association of Teachers of English of the Czech Republic (ATECR)
Member of the CAMBAS Accreditation Committee

Mgr. Dagmar Siegllová, M.S.Ed., Ph.D.

Czech and Slovak Association of Language Centre (CASAJC) – member of the Audit Committee
Association of Teachers of English of the Czech Republic (ATECR)
Linguistic Association of the Czech Republic
Czech Association for Educational Research (ČAPV)
Higher Education Research Network (HERN)

Mgr. Pavlína Příbramská

European Confederation of Language Centres in Higher Education (CercleS)
Czech and Slovak Association of Language Centre (CASAJC)
Association of Teachers of English in the Czech Republic (ATECR)
Association of Providers of Services for Students with Special Needs at Higher Education Institutions (AP3SP)

Mgr. Vladimíra Soukupová

European Confederation of Language Centres in Higher Education (CercleS)
Czech and Slovak Association of Language Centre (CASAJC)
Association of Teachers of English in the Czech Republic (ATECR)

Mgr. Zuzana Havlisová

European Confederation of Language Centres in Higher Education (CercleS)
Czech and Slovak Association of Language Centre (CASAJC)
Association of Teachers of English in the Czech Republic (ATECR)

Mgr. Miluše Löffelmannová

European Confederation of Language Centres in Higher Education (CercleS)
Czech and Slovak Association of Language Centre (CASAJC)
Association of Teachers of English in the Czech Republic (ATECR)

Mgr. Oleksandra Chaban

European Confederation of Language Centres in Higher Education (CercleS)
Czech and Slovak Association of Language Centre (CASAJC)
Association of Teachers of English in the Czech Republic (ATECR)

prof. RNDr. Václava Pánková, CSc.

Czech Econometric Society
Czech Operations Research Society

prof. Dr. Ing. Jiří Horák

Czech Association for Geoinformation, 1st Vice-President
Czech Cartographic Society
TNK 136/1412 Transport Telematics

doc. Ing. Eva Jarošová, CSc.

Czech Standardisation Agency – Technical Standardisation Committee TNK 4 – Chair
Czech Statistical Society
Czech Society for Quality

Mgr. Pavel Brom, Ph.D.

Union of Czech Mathematicians and Physicists (JČMF)
Czech Physical Society, member of the Executive Committee and treasurer
Society for Physics Education
Czech Astronomical Society

Ing. Elena Říhová, Ph.D.
Czech Statistical Society

Ing. Kornélia Svačinová, Ph.D.
Czech Demographic Society
Czech Statistical Society

prof. Ing. Radim Lenort, Ph.D., ALog., Ing. Paed. IGIP
GNSS Centre of Excellence (guarantor of institutional membership of ŠAVŠ)
Czech Logistics Association (guarantor of ŠAVŠ's institutional membership)
Member of the Chamber of Logistics Auditors
Member of Emergency Logistics Ambassadors z.s.
Member of the editorial board of the journal Acta Logistica (WoS, Scopus)
Member of the editorial board of the journal Archives of Transport (Scopus)
Member of the editorial board of the journal Transport & Logistics
Member of the editorial board of the journal Manager's Forum
National Accreditation Office for Higher Education, assessor, Transport
Assessor and member of the committee for the Škoda Auto a.s. Logistics Innovation Award

doc. Ing. Jan Fábry, Ph.D.
Secretary of the Council of the Czech Operations Research Society

doc. Ing. Pavel Wicher, Ph.D.
Member of Emergency Logistics Ambassadors z. s.

prof. Mgr. Ing. František Zapletal, Ph.D.
Member of the International Society on MCDM
Member of the Czech Operations Research Society
Member of the European Working Group on Stochastic Optimisation

Ing. David Staš, Ph.D.
Member of the Chamber of Logistics Auditors
Member of Lean and Green Czech Republic
Collaborator at the Logistics Academy
Reviewer for the Technology Agency of the Czech Republic (TA ČR)

Ing. et Ing. Martin Foltá, Ph.D., EUR ING
International Automotive Task Force (IATF 16949 third-party international certification auditor licensed in the automotive industry)
Quality Management Centre within the German Association of the Automotive Industry (Verband der Automobilindustrie e.V.) (international process auditor licensed in accordance with the VDA 6.3 methodology, trainer in the VDA 6.3 process auditor methodology, examiner of process auditors in accordance with the VDA 6.3 methodology)
European Federation of National Engineering Associations (FEANI) – member of the European Engineers' Club (EUR ING Club)
Member of the Czech Society for Quality
Member of the editorial board of the MM Science Journal (Scopus)
Member of the editorial board of The Social and Technical Research

Ing. David Holman, Ph.D.
Member of the Chamber of Logistics Auditors
Member of the Czech Logistics Association
Member of the GNSS Centre of Excellence

JUDr. Ing. Aleš Borkovec, Ph.D.
Czech Bar Association
Editorial Board of Všechno magazine
Common Law Society
Society for Ecclesiastical Law

prof. Ing. Stanislav Šaroch, Ph.D.
Member of the Scientific Committee of the Czech Banking Association; Member of the Editorial Board of the journal Národohospodářský obzor (Scopus)
Editor of the journals Současná Evropa and Česká republika

Member of the Czech Economic Society
Member of the international GERPISA Society
Member of the University Association for Contemporary European Studies (UACES)
Member of SUERF – The European Money and Finance Forum
National Accreditation Office for Higher Education, assessor, Economics

Mgr. Pavel Neset, Ph.D.

National Accreditation Office for Higher Education, evaluator, Economics
Member of the Government's National Economic Council (NERV)

doc. Ing. Vladislav Flek, CSc.

Evaluator of selected research, development and innovation outcomes, Council for Research, Development and Innovation, Office of the Government of the Czech Republic
Member of the expert panel responsible for drawing up the National Priorities for Targeted Research (NPOV)

doc. JUDr. Václav Šmejkal, Ph.D.

Czech Association for European Studies
Czech Society for International Law
Czech Association for Competition Law
International League of Competition Law
Arbitration Court attached to the Czech Chamber of Commerce and the Czech Agrarian Chamber.
Editorial Committee of Prague Law Working Papers.
Editorial Board of Juridičeskij věstník KUBSU (Kuban State University, Russia)

JUDr. Petr Frischmann, Ph.D.

Czech Bar Association
Arbitration Court attached to the Czech Chamber of Commerce and the Czech Agrarian Chamber
Copyright Protection Association
Member of the Editorial Board of The Journal of Culture

prof. Ing. Jiří Strouhal, Ph.D.

Association of Professional Accountants of the Czech Republic, z.s. – Chair of the Supervisory Committee
Prague Association of Accountants, z.s.
Member of the Scientific Council – Silesian University, Faculty of Commerce and Business, Karviná
Member of the Scientific Council – University of South Bohemia in České Budějovice, Faculty of Economics
Member of the Scientific Council – Pan-European University
Member of the Doctoral Programme Subject Area Board – Silesian University, Faculty of Commerce and Business, Karviná
Member of the Editorial Board – International Advances in Economic Research (published by Springer – indexed in Scopus and Web of Science Emerging Sources)
Member of the Editorial Board – Journal of Competitiveness (published by FaME, TBU Zlín – Web of Science database)
Member of the editorial board – International Journal of Entrepreneurial Knowledge, (published by PEUNI – indexed in ERIH+)
RVVI evaluation methodology 2017+ (SKV)
Evaluation of projects by GAČR, TAČR and the Slovak Research Agency
Evaluation of study programmes at SAAVŠ (Slovakia), the Ministry of Education of Lithuania, the Ministry of Education of Estonia, and FIIBA (MBA programmes)
Czech Association of Accountants – developer of the certification scheme for the accounting profession; examiner for the 'Managerial Finance' and 'Financial Management II' modules
Chamber of Auditors of the Czech Republic – lecturer on the Financial Accounting I course
Ministry of Justice of the Czech Republic – examiner for the specialised examination in the field of accountancy

doc. Ing. Jiřina Bokšová, Ph.D.

Chamber of Auditors of the Czech Republic, examiner and lecturer for the Chamber of Auditors of the Czech Republic
Member of the Advisory Board to the Minister of Justice of the Czech Republic on Economic Affairs (since 2017)

doc. Ing. Tomáš Krabec, Ph.D.

Member of the Advisory Board to the Minister of Justice of the Czech Republic for Economics and Forensic Sciences (since 2020)

doc. Ing. Romana Čížinská, Ph.D.

Member of the editorial board of the specialist journal *Český finanční a účetní časopis*
Assessor for the National Accreditation Office

prof. Ing. Josef Jílek, CSc.

Member of the Standing Committee on Accounting, Reporting and Auditing (SCARA) at the European Banking Authority (EBA) in London
Member of the Corporate Reporting Standing Committee (CRSC) at the European Securities and Markets Authority (ESMA) in Paris
Member of the LTG Project Group at the European Insurance and Occupational Pensions Authority (EIOPA) in Frankfurt am Main

Ing. Lukáš Moravec, Ph.D.

Member of the Steering Committee of the Czech branch of the International Fiscal Association,
Member of the Czech Economic Society

Ing. Josef Horák, Ph.D.

Institute for Certification of the Union of Accountants, a.s. – examiner for the Performance Management module

Ing. Petra Jarkovská, Ph.D.

Member of the African Society
NAÚ evaluator – programmes in the fields of psychology and sociology

prof. Ing. Pavel Krpálek, CSc., MBA

Member of the Scientific Council of the Institute of Education and Counselling at the Czech University of Life Sciences, Prague
Member of the Study Programme Council for the Master's programme in *Economics and Management at ŠAVS*
NAÚ evaluator for the fields of education: *Economics, Teacher Training, Non-Teaching Pedagogy*
Assessor for the Slovak Accreditation Agency for Higher Education (field: *Economics and Management*)
Member of the Association for Professional Tertiary Education, z.s.
Member of the Scientific Editorial Board of the electronic publishing house *Extrasystem, o. s.*
Deputy Editor-in-Chief of the scientific editorial board of the specialist journal *Media4U Magazine* (ERIHplus)
Vice-Chair of the Editorial Board of the *Journal of Diplomatic and Social Sciences*
Member of the Editorial Board of the *European Scientific Journal* (ESJ), Editorial Board for Social Sciences
Member of the International Association for Continuing Engineering Education (IACEE), Georgia Institute of Technology Professional Education, Atlanta, USA
Member of the International Society of Engineering Education (IGIP), Klagenfurt, Austria
Member of the working group at the National Pedagogical Institute of the Czech Republic, Prague, 'People and a World of Opportunities', Edusit' – methodological group for the promotion of entrepreneurial, initiative and creative skills
Member of the working group, methodologist and expert advisor for the 'Optimisation of Social Work in Prague 15' project, non-profit organisation Centre for Social and Nursing Care Prague 15

PhDr. Ingrid Matoušková, Ph.D.

Member of the editorial board of the academic journal 'Socio-Economic and Humanities Studies',
(Studies of Socio-Economics and Humanities) in both print and electronic formats; ERIH PLUS database
Member of the international Consortium for Security Research Projects
Member of the Association of Forensic Psychologists of Bohemia, Moravia and Silesia
Member of the Czech Association of Occupational and Organisational Psychologists
Member of the Central Bohemian Association of Women Managers and Entrepreneurs
NAÚ reviewer – programmes in the fields of psychology and sociology

Mgr. Eva Švejdarová, Ph.D.

AOA – Association of Experts in Andragogy,
D&I Shapers – OPIM
Association of Human Resources Professionals of the Czech Republic
The American Educational Research Association (AERA)
Paulo Freire Institute, UCLA
SHRM.org – Society for Human Resource Management
ESREA – **European Society for Research on the Education of Adults.**
ASA – Automotive Skills Alliance

doc. Ing. Pavel Štrach, Ph.D. et Ph.D.

Chair of Region 8 at the Accreditation Council for Business Schools and Programs (ACBSP)
Member of the CAMBAS Audit Committee
Expert assessor for the European Marketing Confederation
Member of the Czech-German Chamber of Industry
Member of the Editorial Board of Marketing Science & Inspiration (ERIH+)
Member of the Editorial Board of Národohospodářský obzor (Scopus)

Ing. Eva Jaderná, Ph.D.

Member of the Czech Marketing Association

Ing. Vladimír Beneš, Ph.D.

COMMON Czech Republic (IBM Technology Users' Community)
Union of Czech Mathematicians and Physicists (JČMF) – collaboration in the form of guest lectures

Ing. Lukáš Herout, Ph.D.

Union of School IT Specialists
Czech Society for Systems Integration
Czech Society for Cybernetics and Informatics (ČSKI)

prof. RNDr. Jaroslav Pokorný, CSc.

Czech Society for Cybernetics and Informatics (ČSKI)
International Federation for Information Processing (national representative)
Guarantor of the assessment of high-quality results in accordance with Methodology 17+ in the field of Computer and Information Science

prof. Ing. Václav Řepa, CSc.

Member of the Subject Area Board for the Doctoral Programme in Applied Informatics at the Faculty of Informatics and Statistics, University of Economics, Prague
Central-European Association for Business Process Management (Chair of the Board of Guarantors)
Slovak Association for Process Management (member of the Presidium)
Joint Steering Committee for eGovernment and Information Society Services in Public Administration of the Government Council for the Information Society (member)

prof. Ing. Jiří Voříšek, CSc.

Member of the editorial board of the journal *Information Technology Applications*
Member of the editorial board of the International Journal of Systems Engineering
Member of the Subject Area Board for the Systems Engineering and Informatics programme, specialising in Informatics in Economics, at the Faculty of Economics, VŠB – Technical University of Ostrava
Member of the Programme Board for the doctoral programme in Systems Engineering and Informatics, specialising in Information Management, at the Faculty of Economics and Management, Czech University of Life Sciences Prague
Member of the Czech Society for Systems Integration

doc. Ing. Jiří David, Ph.D.

Czech Society for Maintenance (member)
Czech-Moravian Society for Automation (member of the Executive Committee)

prof. Ing. Vojtěch Dynybyl, Ph.D.

Member of the editorial board of MM Spektrum Science
External reviewer for the TAČR agency
National Accreditation Office for Higher Education, assessor, mechanical engineering

Ing. Josef Bradáč, Ph.D.

Czech Society for Mechanics
Czech Society for New Materials and Technologies
Czech Society for Quality

Ing. Pavel Švec, Ph.D.

Bohemian-Moravian Society for Automation

Ing. Jiří Sobotka, Ph.D.

CSVZP – Czech Society for Sheet Metal Processing Research

doc. Ing. Robert Frischer, Ph.D.

Member of the Ministry of Industry and Trade's selection committee for the OP TAK programme

Ing. Michal Hrubý

Member of the international organisation GERPISA – Steering Committee

prof. Ing. Ondřej Krejcar, Ph.D., MPA

Member of the editorial board of the *Journal of Cases on Information Technology* (WoS)
Member of the editorial board of the Journal of Advances in Information Technology (WoS)
Reviewer for TA ČR projects
Project evaluator for the Ministry of Industry and Trade

doc. Ing. Monika Ploch Palatková, Ph.D.

Czech Marketing Association (ČMA)
Society of Scientific Experts in Tourism (SVECR)
International Association of Scientific Experts in Tourism (Aiset)
Member of the editorial board of the specialist journal *Czech Journal of Tourism*

doc. Ing. Ladislav Socha, Ph.D., MBA

Member of the editorial board of the specialist journal *Hutnické listy*

9.3 International and national awards for the university

On 26 November 2025 in Łódź, the Automotive Computing for Mobility Innovation programme received a prestigious European award in the category 'TOP 10 Joint and Double Degree Programme Initiatives in Europe'. This award confirms the quality and international relevance of the programme and, at the same time, enhances the visibility of ŠAVŠ in the field of joint and double degree programmes.

9.4 International evaluation of the university

Škoda Auto University obtained international accreditation for its study programmes and specialisations in the field of Economics and Management from the Accreditation Council for Business Schools and Programs (ACBSP) as early as 2014. Following on from its long-term, systematic work in the area of quality assurance and development in educational activities, the university has, in recent years, consistently met and further developed the requirements of the ACBSP accreditation standards, particularly in the areas of standardisation of study programmes, modules, learning outcomes, quality assessment and the provision of feedback to students. In 2016, 2018 and 2022, Škoda Auto University regularly demonstrated progress in its quality improvement processes through its Quality Assurance Reports.

Preparations for reaccreditation began in 2023, and the reaccreditation process itself took place in 2024, based on the submitted Self-Study Report and a three-day visit by the accreditation commissioners in September 2024. On 19 December 2024, the ACBSP Board of Commissioners decided to grant international accreditation for a further ten years, i.e. until 2034. The re-accreditation result represented the second-best possible rating, and the five recommendations formulated as part of the evaluation process were incorporated into ŠAVŠ's strategic plans.

Accreditation has been confirmed for the BS Business Administration, MS Business Administration and Online MBA degree programmes. On 19–22 June 2025, representatives of ŠAVŠ formally received the prestigious international accreditation at the ACBSP annual conference in Las Vegas. The school was represented on this occasion by Assoc. Prof. Ing. Pavel Štrach, Ph.D., Ph.D., and Sandra Lacinová.

The role of ACBSP Accreditation Champion is now held by Assoc. Prof. Ing. Helena Chytilová, Ph.D., M.A., and that of ACBSP Accreditation Co-Champion by Assoc. Prof. Ing. Pavel Štrach, Ph.D., Ph.D. In 2025, ŠAVŠ's involvement in the ACBSP's structures was further strengthened. Doc. Ing. Pavel Štrach, Ph.D., Ph.D., served as a member of the ACBSP Member Relations Committee and was confirmed as the elected incoming chair of the Region 8 International Council.

Another significant event was the hosting of the ACBSP Region 8 Annual Conference from 5 to 7 November 2025 at ŠAVŠ, which helped to enhance the university's international visibility and reputation and created opportunities for networking and developing cooperation with global partners in the field of business education. In 2026, Škoda Auto University will submit a Status Report, followed by a Quality Assurance Report in 2028.

In 2025, Škoda Auto University underwent a comprehensive R&D evaluation process for the second time. To this end, it established an international evaluation panel, approved by the Ministry of Education, Youth and Sports. The recommendations arising from the evaluation process will serve to further develop the university's research activities, including research management. Based on the results of the evaluation, the university will be allocated funding under the DKRVO scheme, which will enable it to finance research activities – in particular, high-quality publications – at a guaranteed level for a period of five years.

10 The third role of a university

10.1 Transferring knowledge into practice

The transfer of knowledge into practice takes place primarily through applied research projects, which are described in Chapter 8, and also through a wide range of continuing professional development (CPD) courses delivered for clients from the business sector and for public sector organisations.

10.2 Impact on the region

Škoda Auto University is the only higher education institution in the Central Bohemian Region, in the town of Mladá Boleslav and its wider surroundings. It is a key factor contributing to the development of Mladá Boleslav as a centre of learning, both regionally and beyond. The university's management cooperates with the local authorities of the statutory city of Mladá Boleslav and the Central Bohemian Region. Cooperation also takes place with the Mladá Boleslav District Chamber of Commerce. ŠAVŠ works closely with the Škoda Auto Endowment Fund and is also involved in cooperation with the statutory city of Mladá Boleslav through this fund. The Bursar of ŠAVŠ is a member of the board of trustees of this foundation and also a member of the Committee for Cooperation with the City of Mladá Boleslav. A representative of ŠAVŠ serves on the advisory board of the Central Bohemian Region Employment Office.

Another significant aspect of the department's regional activities is its collaboration with secondary schools and its involvement in continuing education, which are described in separate chapters. These include, amongst other things, EduWeek – an educational event for primary and secondary school teachers – and training sessions for secondary school guidance counsellors. An employee from the Department of Economics and Law is involved in the 'Lawyers in Schools' project. A new project, 'Digitárium', was also launched in 2025 – clubs for children designed to motivate younger schoolchildren to pursue technical subjects in the future. The clubs take place on the premises of ŠAVŠ, specifically at the Education and Technical Centre in Hejdivka.

10.3 Supraregional Impact and Significance

ŠAVŠ employees actively participate in public discourse at the national level, including through media appearances and engagement in the public sphere. This activity also includes advisory work in relation to the government and other public authorities and administrative bodies (including the Government's National Economic Council and the Ministry of Justice's Advisory Board on the Economy). A number of ŠAVŠ academic employees are assessors for the National Accreditation Office for Higher Education, and some serve on advisory bodies of the Council for Research, Development and Innovation.

ŠAVŠ is an institution with a supra-regional character. This is clearly demonstrated by the very fact that more than 75 per cent of its students who are Czech citizens come from areas outside the Mladá Boleslav district. In 2025, the proportion of international students increased to 29.6 per cent of students with a nationality other than Czech.

Its international character is further underpinned by close ties with the globally active company Škoda Auto a.s. and the university's high level of involvement in the Erasmus+ programme. This is reflected in a wide network of partner educational and business organisations, particularly within the EU and in the key markets of Škoda Auto a.s. (including China, Russia, India and Israel). This network provides the university's students and academic employees with numerous international contacts; at Master's level, for example, this means that, over the long term, around 30 per cent of graduates enter the labour market with at least six months' experience of studying or trainee experience abroad.

The supra-regional nature of ŠAVŠ is also reflected in the university's significant involvement in international and national projects and expert activities of a supra-regional nature, including the fulfilment of the university's third role.

11 Infrastructure

11.1 ŠAVŠ Library

ŠAVŠ Library	
Škoda Auto University	1
Additions to the library collection in 2025	454
Total library collection	26,784
Number of periodical titles subscribed to:	
• in print	24
• electronically	3

The ŠAVŠ Library (hereinafter referred to as 'the Library') is a modern university library registered in the database of libraries maintained by the Ministry of Culture of the Czech Republic (reg. no. 6489) and in the National Library of the Czech Republic's library directory (call sign MBD001).

The library holds nearly 26,800 items in its collection.

In 2025, the library had 20 study spaces, some of which are equipped with state-of-the-art computer technology; the PCs serve both as internet workstations for students and enable them to search for information about the library's collection in the TRITIUS catalogue and to work with specialist databases. The entire library is covered by Wi-Fi. Students also have access to electronic information resources from the freely accessible computer rooms, which house a total of 55 PCs.

In 2025, the library was a member of prestigious professional associations and organisations in the Czech Republic (SKIP – Association of Librarians and Information Professionals, SDRUK – Association of Libraries). In 2024, the library joined the CARDS (Czech Academic and Discovery Research Services) project and is involved in the CzechElib project.

Students at the Prague branch use the VŠE library in Jižní Město, where ŠAVŠ supplements the compulsory and recommended reading lists through donations.

11.2 Electronic information resources

Electronic information resources are represented by specialist databases:

- ASPI – Automated Legal Information System. In addition to basic legislation, it also offers expanded content including law textbooks, commentaries, periodicals and translated legislation for international students.
- BOOKPORT Business – a database from Grada Publishing, which provides access to more than 1,680 Czech specialist e-books focusing on business, finance, economics, law, management, marketing, human resources management, taxation and accounting.
- DNNT – Works Unavailable on the Market – a database of the National Library.
- EMERALD OPERATIONS, LOGISTICS & QUALITY – 18 journal titles from the above fields + 12 journal titles in the field of Knowledge Management.
- JSTOR FULL ACCESS COLLECTION – The JSTOR database is a multidisciplinary digital collection of leading American journals in the fields of economics, politics, law, mathematics, statistics and the social sciences. It currently comprises approximately 2,800 journal titles.
- PROQUEST BUSINESS E-book Subscription – a collection of approximately 100,000 specialist electronic monographs focusing on economics – in particular management, business, finance, marketing, human resources, international trade, economic policy, capital markets and investment, corporate culture, banking and accounting. In 2025, collections covering education, psychology and sustainability were added. It is also possible to request access to selected titles in IT, logistics and engineering.

- PROQUEST CENTRAL – a multidisciplinary database of international literature. It offers access to specialist information in business, economics, medicine, the natural sciences, social sciences and humanities, technology and the arts. You can search full texts from over 29,000 academic journals, full texts of over 264,000 doctoral theses and 455,000 conference papers and reports, millions of up-to-date market, industry (BMI) and company reports, nearly 60,000 company profiles (Hoover's) and country profiles (EIU), 150,000 case studies, and more than 2,000 newspaper titles.

Furthermore, the library extracts freely available electronic information resources (Open Access) and also prepares overviews of materials for students to use for citations and the preparation of final theses. The library manages and supports the CitacePro Plus citation manager.

The library provides the entire academic community with inter-library loan services (MVS), including international loans. As part of the MVS, the library is integrated into the Získej and VPK (Virtual Polytechnic Library) systems.

11.3 Information and communication services, information technology

11.3.1 Technical facilities at the Na Karmeli campus

At the modern Na Karmeli Education Centre campus, Škoda Auto University has a total of 15 classrooms at its disposal, each equipped with audio equipment, a fixed data projector, an electrically operated projection screen and a computer with an internet connection. Three specialised computer classrooms are equipped with a total of 56 personal computers for students and 3 computers for teaching employees. All computers are connected to the internet. The computer classrooms feature a permanently installed data projector, an electrically operated screen, audio equipment and a document camera. Specialised language classrooms are equipped with a permanently installed data projector, an electrically operated screen, and audio and video equipment enabling the playback and recording of audio and the playback of video from various audio and data storage media. The language classrooms are also equipped with a computer with an internet connection and an overhead projector, which allows images from printed and other materials to be projected.

There are two lecture theatres, each with a capacity of 143 seats, which can be joined together using movable walls or connected to the building's atrium to create sufficient space for proper teaching or for other educational or social events. Each lecture theatre is equipped with two touchscreen computers with internet access, three data projectors, an electrically operated screen, a document camera and audio equipment, including wireless microphones. During video production, it is possible to switch between full-screen display mode (signal from a single projector across the entire screen) and dual-screen display mode (signals from two projectors side by side – e.g. a presentation and a document camera). The lecture theatres are complemented by a control room from which all technical equipment can be operated, thereby ensuring support for all events.

The lecture theatre and two standard classrooms are equipped with technology for hybrid teaching. The fitting out of further classrooms is planned for a later date.

Jabra mobile devices are available for additional ad-hoc online meetings.

The centralised integration of audio, video and IT equipment in the lecture theatres and the building's atrium enables the sharing of audio and video; it is therefore possible, for example, to use data projectors, sound systems and plasma screens located in the atrium to transmit audio and video from the lecture theatres, thereby making what is happening in the lecture theatres accessible to a wider audience, or to display any information from the internet, or to present events taking place within the school building.

Students have access to a study room equipped with computers connected to the internet. Thanks to the integration of multifunctional devices, located in the corridors, into a shared computer network with the computers in the study room and classrooms, students can use these devices for printing and photocopying.

Wi-Fi internet access is fully available throughout the school premises, enabling students to access the internet from their own mobile devices (laptops, tablets, mobile phones) and to print on the school's multifunctional devices.

In 2023, the new 'Na Hejdovce' laboratory centre was built in Mladá Boleslav and officially opened in the presence of the Czech Minister of Education, the Chair of the Czech Rectors' Conference and representatives of the university's most important corporate partners. The centre comprises a total of eight classrooms and laboratories used for teaching and research in the fields of mechanical

engineering, electrical engineering, IT, physics and other related disciplines. It is equipped with a total of 36 PCs, and two classrooms are equipped for hybrid teaching. By 2025, it was being used to its full capacity and was undergoing further development.

11.3.2 Technical facilities at the Prague branch

The Prague branch has one specialised computer classroom with 30 personal computers for students and one computer for the teacher. In the other nine standard classrooms, a computer is available for the teacher.

All computers are connected to the internet, and a multifunctional device is available for copying and printing by both teaching employees and students.

Thanks to the VPN connection with the Na Karmeli campus, it is possible to use all IT services installed on the servers in Mladá Boleslav at the Prague branch.

11.3.3 Other information services

The school uses the AIS information system, which it implemented in 2007. The AIS system includes its own e-learning module. Thanks to its standard features (such as direct electronic communication between teachers and students and amongst students themselves, the targeted provision of study materials, discussions on individual subjects, etc.), AIS serves as a distance learning support tool in its own right.

In addition to the AIS e-learning module, the school also uses the *Moodle* system to create and share electronic study materials; this is linked to AIS via user identity sharing.

A further increase in the use of the electronic testing facility, which forms part of the AIS system, was made possible by the creation of new test banks. Electronic tests were used for the ongoing assessment of students' knowledge throughout the semester, as credit tests and as a form of examination. In some subjects, electronic testing has fully replaced the written parts of examinations. Electronic testing allows for the random selection of questions, automatic marking of the test and the transfer of results to an examination report. This ensures the objectivity and speed of test marking, as well as the objectivity of question selection, as this selection is not influenced by the lecturer. Students know their results immediately upon completing the test, which provides important feedback for them.

The school also uses the AIS system to manage internal academic, managerial and administrative processes.

The AIS system includes, amongst other things:

- personal management – including, amongst other things, the school email system and the management of electronic applications,
- tools for managing academic processes – including the maintenance of academic records, electronic applications for study, and electronic exam registration,
- a management module – aggregated academic data for the school's senior management,
- maintenance of mandatory records – student register, ÚIS reports, records for the Czech Foreign Police,
- alumni club,
- research module,
- document management module.

The AIS system is continuously updated and enhanced with new functionalities. In 2025, the following changes were made, amongst others:

- Preliminary similarity report – students can submit a 'draft' thesis and view a report of any similarities found by the Theses.cz system.
- Payment gateway – applicants and students now have access to a payment gateway for card payments, in addition to the QR code, for study-related payments (fees, tuition fees).
- Records of students with special needs – lecturers can view students' special needs, along with recommendations for individual arrangements during teaching and examinations.
- PZ and ZP modules – in study plans, each module's classification within the profile framework is recorded and displayed.
- Micro-certificates – the option to record C-level studies in accordance with the national standard and to issue micro-certificates upon their completion.

Since 2014, the *ROGER* system has been fully utilised for the automatic generation of timetables; it is fully integrated with the AIS school information system.

The system infrastructure also includes an integration between AIS and the *Pohoda* accounting system. All receivables and payables arising from study processes (tuition fees, grants, other study-related fees, etc.) are generated in the relevant AIS modules and automatically transferred to the *Pohoda* system, with mechanisms to ensure data consistency.

The delivery includes technical support provided via a helpdesk.

We regard the university's website as an external information system, through which the university provides information to prospective students and the general public in two languages.

In addition to the AIS, the Employee Portal (intranet) also serves as an internal information system; it is primarily a source of practical operational information and an aid in resolving employee-related matters (human resources, pay policy, business travel, benefits, academic administration, information from specialist departments, etc.). Since 2024, the Student Portal has also been in operation, serving the same function but with a focus on students' needs.

Škoda Auto University considers the email inbox set up for every student, employee and external lecturer in Office 365 to be its official internal communication channel. Thanks to the ability to create specific recipient groups, the necessary up-to-date information is always distributed in a targeted manner.

Current events at the university are also communicated to students and visitors via displays on large screens in the building's atrium.

In 2025, the university had a total of 276 computers, of which 135 were designated for study purposes.

The computers used by employees at Škoda Auto University are connected to the internet. All software and hardware security for the operation of these computers is managed by Škoda Auto University's in-house IT department.

Since 2018, the university has been making full use of Office 365 (currently Office 365 A3 for students and employees). Office 365 is systemically integrated with the AIS (user management and messaging) and serves as the primary technological platform for all employees and students for storing, sharing and archiving data (OneDrive) and for email (Calendar). Furthermore, SharePoint and MS Teams are also widely used within Office 365 as supplementary tools for communication and sharing, both during and outside of lessons.

Vision software is installed in the computer labs, which significantly supports the teacher's work and offers further possibilities for modern teaching methods. It allows the teacher to monitor students' work directly from their own computer, enabling them to intervene immediately if necessary. *The Vision* software also offers remote control of computers and screen sharing, including the option to project the screen of any computer onto a screen via a data projector, thereby allowing everyone to view the solution to a specific teaching situation.

For the needs of the university management and other key employees, *Business Intelligence* reports are available on the Staff Portal, presenting up-to-date statistics on the distribution of students, applicants, etc.

Operational departments use the *OKbase* system for payroll processing, human resources and employee attendance.

12 The university's activities in relation to the impact of the state of war in Ukraine

As of the 31st of December 2025, a total of 98 students holding Ukrainian citizenship were studying at ŠAVŠ, which is 20 more than on the same date in 2024 and 32 more than at the start of Russia's aggression against Ukraine.

All students from Ukraine, as well as those from Russia, continued to be offered, and where necessary provided with, support from the university psychologist. The university management also continued to take preventive measures to avert any conflicts or discrimination within the academic community that might result from the Russian aggression. No incidents of this kind were recorded.

A longitudinal study continued in collaboration with the Institute of the Czech Language of the Czech Academy of Sciences, focusing on the linguistic biographies of refugees in various professions – in this case, teaching.

In 2025, a reading club was organised for Ukrainian female teachers working in schools in Mladá Boleslav, combined with a discussion of the readings.

ŠAVŠ employs teaching staff who are Ukrainian nationals.

During the admissions process for the 2025/2026 academic year, 71 applications were submitted by applicants holding Ukrainian citizenship. Compared with the 2024/2025 academic year, this represents an increase of 10 applications.

In 2025, too, ŠAVŠ, as a private higher education institution, received no funding from the state budget that could be used to support the university's Ukrainian students.

13 Promoting wellbeing in the academic environment: gender equality and a safe environment

ŠAVŠ recognises that there is no substitute for the asset represented by satisfied and successful employees, academics, students and, last but not least, graduates; therefore, fostering wellbeing is a priority.

13.1 The issue of sexual and gender-based harassment

In 2025, the issue of sexual and gender-based harassment continues to be systematically addressed through applicable internal regulations and tools, the aim of which is to ensure a safe, respectful and equal working and study environment. The organisation has long applied a zero-tolerance policy towards any form of sexual harassment, gender-based violence or discrimination. An internal policy governing the prevention and handling of sexual and gender-based harassment remains in force; it defines key terms, sets out the rights and obligations of the parties involved, and describes the procedures for handling complaints. The policy is binding on employees and other members of the academic community. At the same time, the 'Nenech to být' reporting platform is available, enabling the safe, confidential and, where appropriate, anonymous submission of reports relating to inappropriate behaviour, including sexual and gender-based harassment. This platform represents an important preventive tool and complements standard communication and reporting channels. The procedures for receiving, assessing and addressing reports remain unchanged and are applied in accordance with the applicable legislation of the Czech Republic and the organisation's ethical principles. Emphasis continues to be placed on prevention, the protection of whistleblowers, the confidentiality of the handling of reports, and support for those who may become victims of inappropriate behaviour.

13.2 Gender Equality Plan in the Field of Human Resources Management

Following the expiry of the 2022 Gender Equality Plan, the school undertook an evaluation process, which took place during 2025 and focused on assessing the measures implemented, identifying the benefits and areas requiring further development.

Based on the findings of this evaluation, a new ŠAVŠ Gender Equality Plan was drawn up, which retains the structure of the previous GEP, with individual measures continuing to be categorised into the following areas:

- gender equality in leadership and decision-making,
- work-life balance and organisational culture,
- gender equality in recruitment and career progression,
- integration of the gender dimension into research and education content,
- measures against gender-based violence, including sexual harassment,
- collection and monitoring of gender-disaggregated data.

Activities carried out as part of the 'Bez rozdílů' (No Differences) project, which the school secured in 2023 under the Employment Plus Operational Programme – Diverse and Flexible Work Culture, also played a significant role in the preparation of the new GEP. This project was completed in the final quarter of 2025, and during its course, a number of training activities focused on gender equality, diversity, and equal opportunities were conducted.

The training primarily involved the school's senior employees so that they could systematically apply the knowledge gained when managing their teams and in their leadership roles. At the same time, other employees were also given the opportunity to participate in selected training activities. This combination contributed to an open and stimulating discussion on the topics of gender equality and organisational culture at ŠAVŠ, which the university considers to have been highly beneficial.

The conclusions, experiences and feedback gained through the 'Without Differences' project and from the evaluation of the original Gender Equality Plan (GEP) have been incorporated into the content of the new Gender Equality Plan. The new GEP is thus based both on the university's strategic objectives and on practical experience and the real needs of employees, and creates a systematic framework for the further development of equal opportunities at ŠAVŠ in the coming period.

13.3 Progress in gender mainstreaming in research and teaching

In 2025, Škoda Auto University continued the assessment process as part of the HR Award initiative, which focuses, amongst other things, on strengthening the gender equality dimension in research, development and education. The strategic and assessment documents submitted were reviewed by external assessors, who provided feedback in the form of supplementary questions and recommendations for their further development. Based on the feedback received, the process will continue in 2026, and the university plans to resubmit updated documents in its bid to be awarded the HR Award. Given the size of the organisation, the application is submitted on behalf of the institution as a whole, with the planned and implemented activities applying to all university employees, including those working in the field of science and research.

13.4 Method of fulfilling the obligation to establish a contact point for providing information on measures to ensure equal opportunities to study at the university, to prevent and resolve cases of discrimination, and to ensure equal treatment and a safe environment at the university.

Škoda Auto University has long been committed to creating a safe, respectful and inclusive environment for applicants, students and employees. In 2025, it continued to develop its system of support and counselling services, which contribute to the prevention of discrimination, the promotion of equal treatment and the provision of a safe environment at the university.

The university has designated contact persons – ombudspersons – whom students and employees can approach in the event of suspected discrimination, harassment or other inappropriate behaviour. The ombudspersons also act as the designated contact point in accordance with Section 42(1)(e) of the Higher Education Act. Contact details and related information are publicly available on the university's website.

In addition to face-to-face contact, students and employees may also use an anonymous reporting system and a dedicated email address for reporting breaches of the university's code of ethics.

The university's support system also includes the Counselling Centre and the Support Centre for Students with Special Educational Needs, which provide information, academic, psychological, career and intercultural counselling. These services are available to prospective students, current students and employees. The school also provides individual support to students with special educational needs in accordance with internal regulations and the principles of equal access to education.

Issues relating to equal treatment, inclusion and a safe environment are also part of ŠAVŠ's broader social responsibility strategy and sustainability plan.

14 Strengthening institutional resilience against undue influence / enhancing research security

ŠAVŠ closely monitors documents relating to research integrity at both national and European levels and adheres to them in its day-to-day practice. These include the EU Council Recommendation on strengthening research security; at the national level, the Ministry of Education, Youth and Sports' methodological documents *Strengthening Resilience to Illegitimate Influence in Higher Education and Research Environments*, *Methodological Recommendations on Research Security Risk Management at Institutional Level* and *Methodological Recommendations on Due Diligence and Risk Management in Collaboration*. Furthermore, the Ministry of the Interior's 'Influence Manual for the Higher Education Sector', as well as the annual reports of NÚKIB and BIS.

This concerns, for example, collaboration with research entities from the Russian Federation and the People's Republic of China, or other countries posing security risks. Unlike in previous years, ŠAVŠ has completely ceased all collaboration with individuals, universities and other entities from these countries.

A procedure relating to cybersecurity was presented at a workshop for all ŠAVŠ employees. In this area, ŠAVŠ has already adopted the relevant internal guidelines: Information Security Management Policy No. 30.02 and IT Security Policy No. 6.06.

ŠAVŠ has not yet adopted an internal regulation covering all issues in this area; this is currently at the drafting stage.

In its proposal for the OP JAK project, under the 'Research Environment' call, ŠAVŠ has planned a series of activities under Activity 9: 'Establishing a system to enhance institutional resilience against illegitimate influence', provided, of course, that the proposal secures funding.

15 Sustainability

In 2025, the school built on the activities launched in 2024, when the Sustainability Action Plan was developed, and focused primarily on its gradual implementation in the school's day-to-day operations.

In the area of environmental responsibility, the 'cup sharing' initiative continued, helping to reduce the use of single-use packaging. At the same time, the school once again took part in voluntary activities aimed at caring for the environment and encouraged responsible behaviour among students and employees across the campus.

Significant progress was also made in the area of social responsibility. As part of Career Day, the charity corner was expanded, where students had the opportunity to register as bone marrow donors, obtain information on blood donation in collaboration with Klaudián Hospital, and learn about volunteering opportunities in the region. These activities strengthen students' civic engagement and their sense of social responsibility.

In 2025, the school also focused on promoting the health and wellbeing of its employees. Building on the successful pilot from the previous year, Health Day was expanded to include further preventative and awareness-raising activities. At the same time, measures to foster an inclusive and respectful environment continued to be implemented, for example through the provision of 'emergency kits' in the school's toilets.

In 2025, the principles of sustainability were also gradually integrated into teaching, internal processes and school management, in line with the school's strategic direction. Sustainability is thus understood not merely as a separate agenda, but as a natural part of the institution's operations and its responsibility towards students, employees and wider society.

16 Conclusion

In 2025, Škoda Auto University operated in accordance with its Strategic Plan for the period from 2021 and its Implementation Plan for 2025. Both of these strategic documents are based partly on the strategic documents of the Ministry of Education, Youth and Sports (MŠMT) and partly on the ŠAVŠ Strategy up to 2025, approved by the university's founder – Škoda Auto, a public limited company – in 2016 and updated in mid-2022 under the title ŠAVŠ Strategy 2022–2026.

In 2025, Prof. Ing. Ondřej Krejcar, Ph.D., held the post of Rector. Ing. Sandra Lacinová served as Director and Bursar until 31 July 2025. Prof. Ing. Ondřej Krejcar, Ph.D., was subsequently appointed Director. Ing. Martina Zimmermann, MBA, was appointed Bursar with effect from 1 August 2025.

In 2025, the university offered the following professional bachelor's degree programmes:

Economics and Management, offered as both full-time and part-time programmes, with specialisations in Business Management, Financial Management, Logistics and Quality Management, and Human Resource Management and Procurement Management; Business Economics and Management Information Systems, offered as both full-time and part-time programmes; and Industrial Management, offered as a full-time programme.

In addition, teaching took place on the English-taught Bachelor's degree programme in Business Administration.

A total of 365 new undergraduate students enrolled, which is 4.6 per cent more than in 2024.

In 2025, the following master's degree programmes were offered:

The academic programme in Economics and Management, offered in both full-time and blended modes, with specialisations in International Marketing, Finance in International Business, International Supply Chain Management and Procurement, Human Resource Management in an International Environment, International Business and Law, and the professional study programmes Industrial Management and Business Economics and Management Information Systems.

In addition, teaching was provided on the English-taught follow-on Master's degree programme in Business Administration.

A total of 134 new master's students enrolled in the programme during the year, which is 5 per cent fewer than in 2025. The decline was mainly due to a fall in the number of new students enrolling on programmes taught in English.

Entrance examinations continued to form part of the admissions process for programmes taught in English.

In 2025, teaching on master's programmes once again commenced not only in the winter semester but also (given the 3.5-year duration of the bachelor's programme) in the summer semester of the relevant academic year.

In addition to teaching at the university's main campus, face-to-face teaching of the Bachelor's degree programmes in Economics and Management (specialisations in Human Resource Management, Financial Management and Business Management) and Business Informatics, as well as full-time follow-on Master's programmes in Economics and Management and Business Informatics.

In 2025, 249 graduates successfully completed their studies at ŠAVŠ. Of these, 143 graduates were awarded a Bachelor's degree (Bc.) and 106 graduates were awarded an Engineer's degree (Ing.).

The total number of students as at 31 December 2025 was 1,255, which is 31 more than in the previous year and also represents the highest number of students in the school's history to date.

In 2025, applications were submitted to the National Accreditation Office (NAÚ) for the renewal of accreditation for the follow-on Master's degree programme in Industrial Management, and for the renewal and extension of accreditation for the follow-on Master's degree programme in Business Economics and Management Informatics. Both applications were approved by the National Accreditation Office for Higher Education (NAÚTV) during the year.

During 2025, applications were prepared and, towards the end of the year, submitted to the NAÚTV for the accreditation of the doctoral study programmes in Industrial Innovation Management and Industrial Innovation Management, as well as an application for the classification of the institution as a university.

In 2025, the staffing levels for the study programmes were increased by a total of 3.44 FTE. The equivalent number of research employees was 1.5 FTE. The number of other employees fell by 0.47 FTE. There was also a partial employee turnover.

Overall, staffing levels across all degree programmes were very stable and, given the size of the institution, ensured an individualised approach and close contact with students. The proportion of teaching delivered by full-time academic employees continued to grow; they dominate the teaching employees, acting as lecturers and course coordinators for more than 90 per cent of the modules included in the study programmes.

By 2025, the system for developing the teaching competences of academic employees was fully operational. A total of 28 training events were organised as part of this system.

Since 2012, the School has been included on the list of research organisations pursuant to Act No. 130/2002 Coll. and related regulations, as currently in force. In 2025, the Research Centre for the Study of the Automotive Industry continued its activities.

In 2025, the university continued to work intensively on opportunities to participate in both international and domestic consortia with a view to securing research grants from both international and domestic funding bodies. Based on the results of the evaluation, the university once again received funding under the DKRVO scheme, which it uses primarily to finance internal research projects and high-quality publications.

An important achievement at the national level in 2025 was the university's involvement in two major TAČR projects:

NCK for industrial 3D printing

VRTOUCH/Modular kit for applications in space-constrained environments with an environmentally friendly drive system.

In addition, there were several projects within the framework of COST Action.

In 2025, the school was also involved in several international projects:

The Erasmus+ BAIT-HEI project

Erasmus+ REnFORCE project

Erasmus Mundus Design Measures ACMI project

The Jean Monnet CREATE project

As in previous years, ŠAVŠ also conducted a significant number of contract research projects.

New project applications were once again submitted to the Czech Science Foundation (GAČR); unfortunately, none received grant funding. Work continued on projects within the framework of the State Scientific Research Programme (SGS).

In 2025, the laboratory centre in the building known as Hejdovka in Mladá Boleslav was utilised to its full capacity. Its equipment was expanded throughout the year.

During 2025, the university carried out certain internal accreditation processes, for which it was authorised by its institutional accreditation, and also assessed previous foreign qualifications for the purposes of the admissions process.

The implementation of joint double-degree programmes with our partner, the University of Applied Sciences Steyr, continued at both bachelor's and master's level, as did the double-degree programme with our partner, the University of Applied Sciences Seinajokki. A double degree programme was implemented in collaboration with the Dresden University of Applied Sciences (Hochschule für Technik und Wirtschaft Dresden), Faculty of Business Administration, and a double degree programme in collaboration with Katholieke Hogeschool VIVES Zuid (Belgium). The double degree programme in collaboration with the University of Albstadt-Sigmaringen was internally accredited.

Further study and academic placements took place at partner institutions abroad, as well as internships in foreign companies and visits by international students to ŠAVŠ. Cooperation with higher education institutions outside the EU continued through student exchange programmes. Further bilateral agreements were signed with new partner higher education institutions. The total number of student and staff mobility placements was similar to that in 2025.

A total of 189 students on professional bachelor's and master's degree programmes completed a professional internship in 2025. More than half of them worked at Škoda Auto a.s., whilst 10 students gained experience abroad.

A total of 144 industry professionals were involved in teaching, whilst 128 industry professionals were involved in the supervision of final bachelor's theses.

Work continued on expanding the network of partner organisations – both manufacturing and non-manufacturing – that provided internships for students. Discussions were held with major employers with the aim of expanding the university's circle of strategic partners. Twenty-one companies took part in the Career Day job fair. The long-term sustainable system of cooperation between the university and a wide range of prestigious employers was strengthened.

Amid steady interest from applicants, the dual education programme continued on a limited scale. Škoda Auto a.s. was no longer involved in its implementation.

Continuing education courses continued to be delivered, although their total number was lower than in 2024.

In 2025, the university continued to support the integration of Ukrainian war refugees and to engage in other voluntary activities.

This annual report provides information on the activities of Škoda Auto University for the year 2025.

The annual report on the activities of Škoda Auto University was drawn up in accordance with the provisions of Section 42 of Act No. 111/1998 Coll. on higher education institutions and on amendments and supplements to other acts (the Higher Education Act).

Mgr. Petr Šulc and team
Mladá Boleslav, 31 May 2026