

# QUESTIONS & ANSWERS

## EVALUATION OF THE HEIs 2025

Ministry of Education, Youth and Sports  
Czech Republic



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# 1. GENERAL QUESTIONS

## How do the evaluation approach to the interdisciplinarity?

Interdisciplinarity is an important focus of the evaluation. As a standard Methodology HEI2025+ asks whether the outcomes/activities were produced/carried out with an element of interdisciplinarity. However, the evaluation should always be seen in the context of the evaluated institution and the FORD. Therefore, depending on the mission, research goals or strategies of the HEI/unit, an interdisciplinary approach may not be relevant in all cases.

The SER also includes a statement about so called 'Research, Development and Innovation Capacities', which details all the areas of research carried out by the HEI/unit and in percentage the human and financial resources devoted to them.

## What is research community of artistic research in Czech Republic?

In Czech Republic the portfolio of the research activities is typically very varied both at the larger multidisciplinary HEI and smaller art-oriented HEI. Therefore, there is mixture of activities from the more theoretical research like art history to applied research like i.e. restoration.

## What is understood in the evaluation as and artistic research? And what is considered to be difference between results of artistic research and pure art results?

Methodology HEI2025+ defines the artistic research as:

*“Systematic, high-quality artistic practice or reflection that expands knowledge, including knowledge of people, culture and society, and/or increases the level of skill in a given area of artistic practice, using methods that allow for the confirmation, addition or refutation of acquired knowledge.”*

In general, artistic research must have an element of documentation and communication. The results must be susceptible for evaluation by peers.

## How are the results of artistic research considered in the evaluation?

Results of artistic research are eligible for evaluation both in modules 1 and 2 (on the national level) and in module 3 (on the level of the provider). Result of basic or applied research are eligible.

## Could you please specify the expected major workload period?

The evaluation of the HEI's SER is expected in May-August (including the site visit). Preparation of the Evaluation Report should be completed during September-October.

## There are 6 indicators for Model 3, and I was wondering whether they have a similar weight or whether we as an evaluation panel can prioritize some indicators above others?

Calibration of the indicators, where necessary, is an intended outcome of the harmonisation of the IEPs. The Ministry understands that the various indicators may have different weights for individual FORD groups (1 - Natural Sciences; 2 - Engineering and Technology; 3 - Medical and Health Sciences; 4 - Agricultural and Veterinary Sciences; 5 - Social Sciences; 6 - Humanities and Arts). Once the IEPs have had the opportunity to familiarise themselves with the Self-Evaluation Reports, the Ministry would like to continue the discussion with the panel members representing the individual FORD groups in order to establish a common approach to the calibration and its use in the evaluation.

## What is considered an acceptable grade?

Grade C is an acceptable level of quality. This grade generally means that the institution is performing as expected. It has room for growth but is fulfilling its mission and is not (seriously) underperforming in most areas.

## What are the consequences of grading? Is there an unacceptable/failing grade? What would happen if HEI received a D grade?

In general, the scale used by the Methodology 17+ (the main guiding document for evaluation in the Czech Republic) doesn't have a failing grade. The lowest grade, D - Below Average, doesn't mean failure, i.e. loss of funding. It means that the institution is performing below expectations and that there is considerable room for improvement. However, as discussed below (see question How will the evaluation results be utilized?), the results of the evaluation have an impact on the motivational part (the smaller part) of institutional funding for the long-term conceptual development of the research institution.

As one of the aims of the evaluation is to provide the institution with formative feedback, the Methodology HEI2025+ uses the rating "inadequate". Its meaning is to provide the HEI with feedback in case of significant underperformance in some aspects of its activity or in general. The relationship between the scoring systems is shown in Table 1 of the Methodology HEI2025+.

### **Is there an expected distribution of grades? Do we expect an even distribution from A to D?**

This is a difficult question to answer. As each HEI is evaluated by an individual IEP, it would be difficult to predict a distribution of grades. However, one of the aims of harmonising the IEPs is to help set common standards to achieve a more even distribution. We also already know the results of Modules 1 and 2, and we can expect some correlation between these and the results of Modules 3-5. HEIs are mostly aiming for the top grades A (Excellent) and B (Very Good).

### **How will the evaluation results be utilized?**

The evaluation has both formative and summative aspect. Formative aspect is particularly important for the evaluated higher education institutions (HEIs) and their constituent parts (faculties, institutes etc.) to provide them with formative feedback but also for MEYS to obtain information for the management of the R&D&I system.

The summative aspect is linked to the institutional funding for the long-term conceptual development of the research organisation (IP LCDRO), which is one of the sources of funding for the HEIs. HEIs that already receive the IP LCDRO are guaranteed the (dominant) part of the funding regardless of the evaluation (the so-called stabilising part) and could receive additional funding based on the results of the evaluation (the so-called motivating part).

### **How should we approach the difference between faculties/institutes within same FORD group? i.e. to the size difference?**

This is the central topic of the harmonization meetings between the Expert Advisory Committee (EAC) and the members of the International Evaluation Panels (IEPs). MEYS relies on the expertise, experience and professional opinion of both the EAC and the IEPs. MEYS, therefore, doesn't pre-determine any specific approach for setting the standards, general approach or benchmarks to be used for the evaluation by IEPs. We believe that mutual understanding could be achieved through continuous discussion among experts for the specific FORD groups. It is expected that further discussion will take place once members of the IEPs have had the opportunity to familiarise themselves with the completed Self-evaluation reports.

### **Is there possibility of dual affiliation of result? i.e. shared affiliation between faculty and faculty hospital or between different research institutions?**

Dual affiliations are possible and could be likely in some cases like for example in clinical medicine where research typically divide their affiliation and FTEs between faculty and faculty hospital. It might be important in some cases to consider the contribution of HEI.

### **What kind of information regarding the research staff will be available to us?**

Self-evaluation report will provide you with information on the FTE of research divided by categories like professor, associate professor, research assistant etc. and on the proportion of staff involved in teaching activities. There also will be an information about number of students and study programmes to give you an idea of the workload of academic staff with teaching activities. Data will be supported by the commentary of the HEI.

**There would be a comparison part to compare the recent situation to the previous evaluation. Will we get the materials from the previous evaluation?**

In each module, there is an indicator where HEIs declare what recommendations they received in the previous evaluation and how they implemented these recommendations. Each IEP will also be provided with complete Evaluation Report from the previous evaluation (if the HEI was evaluated). IEP will be provided the material either via its secretary or if necessary, by the Provider's methodologist.

**Assuming, these evaluations are for quality improvement purposes, do all the universities understand how to use the evaluations? Are the universities comfortable with the process?**

The evaluation of higher education institutions in 2025 is second cycle of evaluation under the framework of so-called Methodology 17+. Therefore, while some aspects of the evaluation were updated basic principles are same. The higher education institutions were actively involved in preparation of the update for the evaluation in the year 2025.

**Does each IEP have a chair who is already appointed?**

Yes, chairs were appointed as per choice of HEI. However, it's possible to change chairperson if the need arises. The secretary of the HEI you are evaluating should contact all IEP's members in upcoming weeks and provide information about the IEPs agenda. Your panel chair should then inform you about expected meetings. However, the IEPs are just starting with their agenda. The meetings regarding the evaluation are expected in April and May.

**Are we supposed to contact our HEI contact to get an idea who is our chair and other members of the panel?**

Yes, working of the panel is managed by the HEI, while the MEYS is providing the methodological framework and rules of evaluation. In general, it is the HEI who decides for your travels, concludes the contracts with you and makes other administrative arrangements in relation to your membership in IEP.

**When will be Self-Evaluation Report provided to IEPs?**

Self-Evaluation Report (SER) will be provided to the panels by 1<sup>st</sup> May 2025. SER will be provided to you by the secretaries of your panels.

**Is there any form for SER?**

Yes, there are standardised forms for both Self-Evaluation Report and the Evaluation Report. HEIs are currently preparing their SERs. The IEPs will be provided with the SER by 1st of May. You will be provided with the forms by the secretaries of your panels. The blank forms are also accessible on the website dedicated to the evaluation: <https://msmt.gov.cz/research-and-development-1/documentation-for-evaluation-of-research-organisations-in>

**What is the typical workload of IEP member?**

The time commitment for individual evaluators varies depending on the size of the HEI being assessed by the IEP. HEIs have different organizational structures and a varying number of components, which affects the volume of materials the IEP needs to evaluate (see the previous question with the length estimation). Individual workload can depend on the division of tasks within the panel which is impossible to determine without the knowledge of actual length of SER of HEI (to be submitted to the MEYS by the end of March and to the IEPs by the May). In general, we estimate workload as:

Initial Training on Methodology HEI2025 (online)	2 x 2 hours
Harmonization meetings between IEP and EAC (online)	2 x 2–3 hours
Review of SER in Module 3	4 hours

Preparation of ER for Module 3	2 hours
Discussion of results within IEP	2 hours
Review of SER in Modules 4–5	8 hours
Preparation of ER in Modules 4–5	8 hours
Discussion of the results within IEP	4 hours
On-site visit	24 hours (1–5 days up to the size of the HEI)
Total	52 hours

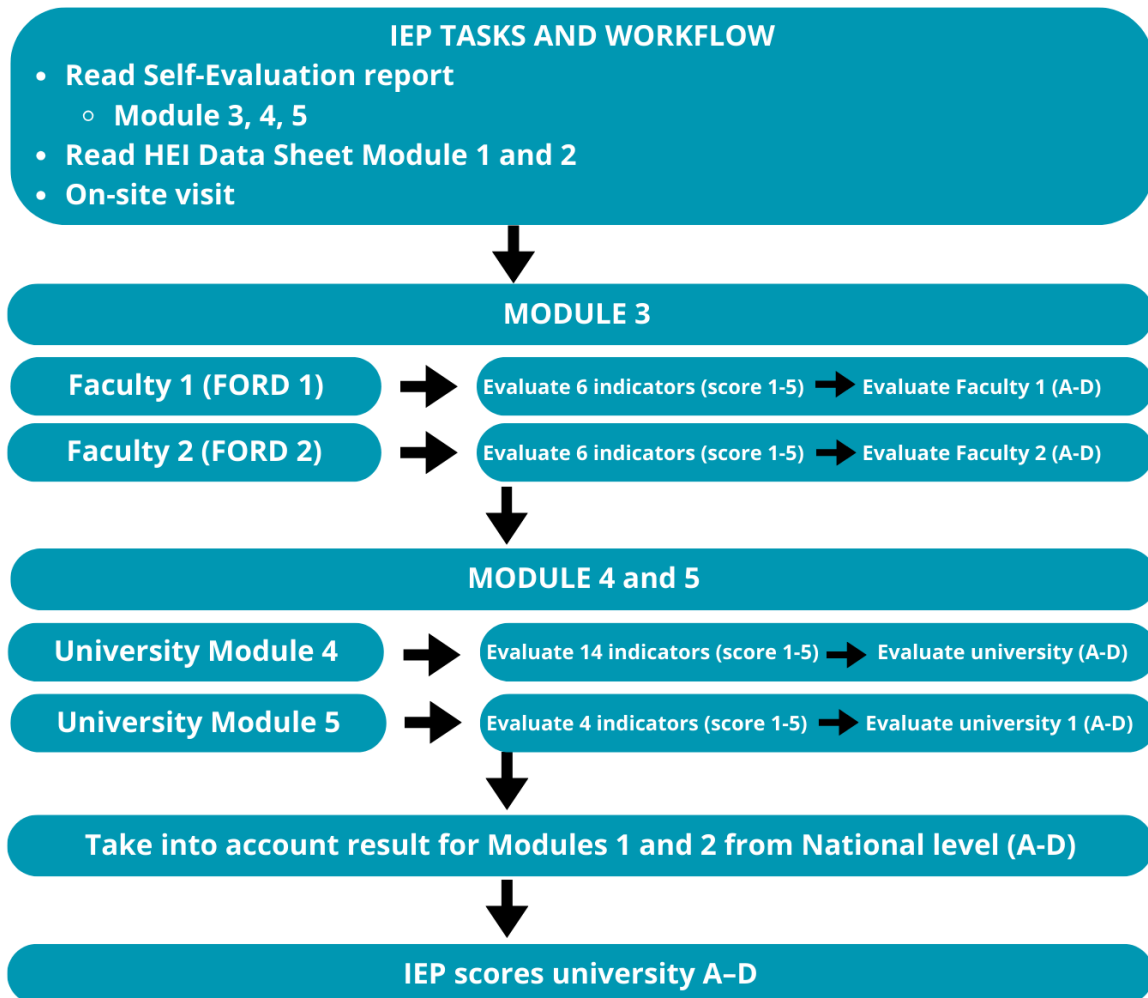
For more information see the [Guidelines for Evaluators Methodology HEI2025+](#).

## What is expected of the IEP?

In brief:

- 1) Read the Self-Evaluation Report (Module 3-5), Read HEI Data Sheet for Modules 1-2, go through the on-site visit.
- 2) Evaluate faculties / institutes in module 3 (A-D); evaluate HEI in modules 4 and 5 (A-D).
- 3) Formulate the evaluation of the entire HEI (A-D).

Schema:



**Do I assume correctly that we also can freely use any additional resources that are publicly available (although we ideally will not need to)?**

The official documentation for evaluation (Self-Evaluation Report, HEI Data Sheet for Modules 1 and 2) will be provided to you by MEYS. Together with the on-site visit, these materials are intended to give you all the necessary information for evaluation of HEI. Additionally, you can (but are not required to) use any publicly available data / data sources in your evaluation.

### Do you have any national Open science policy?

Yes. In 2018, the European Commission issued the [Commission recommendation on access to and preservation of scientific information](#) (in English). The Government of the Czech Republic prepared the [National Strategy for Open Access to Scientific Information in the Czech Republic for 2017–2020](#) (in Czech) and the [Action Plan for the Implementation of the Strategy](#) (in Czech). The Action Plan was prepared by a working group consisting of representatives from the Office of the Government of the Czech Republic, the Ministry of Education, Youth and Sports, the National Library of Technology, the Czech Academy of Sciences, and the Association of Libraries of Higher Education Institutions. The Action Plan included the following goals (see below). These goals were mostly achieved through various measures.

1. Actively engaging in the negotiation process with publishers at the international level.
2. Defining necessary measures for the introduction of the so-called Green Route to open access to scientific information.
3. Beginning preparations for the introduction of the so-called Gold Route to open access to scientific information.
4. Preparing the environment and evaluating science considering the changes that openness in science will bring for the Czech Republic.
5. Initiating changes in the scientific environment in the Czech Republic so that openness of access to scientific knowledge gradually becomes common practice for researchers.

For the period starting from 2021, a separate action plan for open science was not developed, as the principles and goals of open science became part of the *National Policy for Research, Development, and Innovation 2021+* (in English). The principles of open science are further inherently included in the strategies and policies of key actors in research, development, and innovation (RDI) in the Czech Republic, such as the Czech Science Foundation (GACR), the Technology Agency of the Czech Republic (TA CR), the Czech Academy of Sciences (CAS), and individual higher education institutions.

### Do students typically pay university fees at undergraduate and postgraduate level?

No. Public universities offer free education in programs accredited in the Czech language, as they are primarily funded through public budgets. Tuition fees usually apply to programs taught in English. Fees may also apply to some students if they exceed the standard period of study. In contrast, study at private universities is subject to fees, with the amount of tuition varying depending on the institution.

### How to understand the classification FORD group and FORD?

**FORD** refers to 42 fields of R&D&I. A **FORD group** refers to six disciplinary groups. Within Group 6 - Humanities and Arts, we further distinguish the subgroup 6.4 Arts. However, the terminology of the Frascati Manual is not always strictly followed, even in the Czech Republic. Occasionally, the term FORD is used to refer to a disciplinary group without using the word "group" at the end. In the context of the HEI2025 evaluation, we will strive to use the terminology correctly, as outlined above.

**It is my understanding that we will have the reports in May. Then, we will have the on-site visit in early June. The final report is due in October. Is that the correct timeline?**

Yes, the timeline of the IEP's work is as follows:

- 1<sup>st</sup> May 2025: IEP receives Self-evaluation report (SER)
- May – August 2025: IEP evaluates the SER, IEP attends the on-site visit (precise date will be set by the HEIs)
- September–October 2025: IEP prepares the Evaluation report (ER) and submits it to the MEYS



## 2. MODULE 3, 4, 5 & ON-SITE VISITS

**In some cases, it takes time to see/measure impact of the R&D&I results (i.e. the clinical studies). How are we to approach to the evaluation of such results?**

In Module 3 results from the period of 2019–2023 are presented. Therefore, there should have been enough time for the result to prove its impact. There might occur results that have “a potential” for application or potential impact is mentioned. However, it is up to the evaluated HEI to prove such claims and panel members experience and professional knowledge decide whether these claims are credible.

**Around how many pages for the module 3, approximatively in the SER?**

It depends on the size of the HEI and the number of its constituent parts. It can vary a lot. The biggest universities in Czech Republic, submit SER in module 3 which has around 100 pages. However, you don't usually read the whole SER in module 3. As this report consists of several SER (one for each faculty), you only focus on the SER of the faculty according to your FORD group. That means you can evaluate e.g. only 15-20 pages in module 3.

To be more specific, SER forms provided by MEYS restrict the amount of information in each indicator by a wordcount. If HEI use the limits fully the length of SER in each module should be approximately:

Module 3 – 20 pages (one evaluated unit)

Module 4 – 40 pages

Module 5 – 12 pages

HEI Data Sheet for Modules 1 and 2 – 4 pages

**Would it be possible to share with us the current version of forms for Modules 3 to 5? It would help a lot if we had an idea about the expected structure of the reports.**

All documents and forms for the evaluation are available in the MEYS webpage:

[Documentation for Evaluation of Research Organisations in the Segment of Higher Education Institutions in 2025, MŠMT ČR](#)

**How many panel members will evaluate one faculty?**

Depends on the size of the panel. The members were nominated by HEI, minimal is 7 members for each panel. We suppose each HEI nominated as many panelists as they have constituents' parts. So, we suppose one panelist for one faculty.

**How will the date (and length) of the on-site visit determined? Will there be some flexibility (Doodle type)?**

Each HEI has already set a date for on-site visit. The date should have been negotiated with the panel members, so every member would be able to participate.

**I understand that we will provide grades A-D for each criterion and faculty of the University. Since these are letters, we cannot compute the mean value at the end. How will we determine the final grade (letter)?**

The IEP rates each indicator with points from 1 to 5 (rating). Along with the point-based evaluation, a qualitative comment and recommendation (text) are provided. At the end of each module, an average score and a grade for the module (A–D) are given (grading) as well as general comment on the quality and recommendations. The conversion of ratings to grades is defined in the Methodology HEI2025+ on pages 11–12 (see table 1).

### 3. MODULE 1, 2 (NATIONAL LEVEL RESULTS)

#### **When will IEPs receive the Data Sheet for Modules 1 and 2?**

Unfortunately, MEYS has not yet received the data sheets for the Government Office. Taking into account the time needed for translation, we expect to be able to make the sheets available to the panels by 15 May 2025.

#### **Do IEPs assess modules 1 or 2, i.e. quality or research performance?**

No. The evaluation of Modules 1 and 2 is conducted by the R&D&I Council, not the IEP. This evaluation is provided to the IEP by the provider. IEP evaluates Modules 3, 4, and 5 through assessment of the Self-evaluation report of the HEI. However, to gain a better understanding of the evaluated higher education institution (HEI), International Evaluation Panels (IEPs) are allowed to access the application (which was introduced during the first training session), where the results in the areas of quality and relevance for each HEI are listed. You can access the app here: [Evaluation According to the Methodology M17+](#).

#### **The data for Modules 1&2 will be provided via an interactive platform which we can access ourselves plus a data sheet provided by the HEI? Is there any other report on Modules 1&2 which we will receive?**

Data needed for evaluation of any given higher education institution (HEI) will be provided in the form of HEI Data Sheet. This sheet will summarize information about the performance of the HEI in modules 1 and 2 including the grade needed for the formulation of overall evaluation in all five modules in about 4 pages. The interactive platform can provide you with information about outputs of modules 1 and 2 in more detail. Application allows you to take a more granular look to the level of individual faculty if you require it, however, it's not mandatory!

#### **Please can you provide a brief manual for the app with screenshots of how to access important reports. Thank you**

We will discuss the possibility of providing you with the manual with the responsible personnel of Office of Government who are operating the application.

#### **If the output is the paper published in journal where authors have affiliations from more HEIs, is this value taken as 1 output and assigned to each institution?**

Shares are not made etc. RO are providing info on the outputs and declare their share/contribution which affect the peer-review/grade

#### **In this peer-review based assessment, do the universities/faculties know how each of the nominated (self-selected) publications is ranked (i.e., which grade)?**

Authors know the grade and they know the corresponding review. They are provided with short texts "behind" the final grade.

#### **At the beginning it was said that we talk about reviewed outputs and that the output was requested according to amount of money an institution receives. Does this mean that the numbers here are absolute, but not absolute regarding the entire output, but only regarding the output which was submitted for evaluation?**

In module 1 yes. Outputs in module 1 are limited according to amount of money an institution receives. In module 2 all outputs are taken in account.

#### **In the humanities and art section: are the outputs also including exhibitions, public presentations, etc?**

Yes, these types of outputs are also included. All outputs listed in the document under the attached link (Definition of Result under the Methodology 17+) could be submitted <https://vyzkum.gov.cz/FrontClanek.aspx?idsekce=799796&ad=1&attid=998030>.

#### **Are the bibliography data harvested solely from the OBD database or is there some independent mining of WoS/Scopus or other sources based on affiliation?**

WOS is the primary source. National database IS VaVal (RIV) is used for receiving additional info (e.g. Faculties affiliation).

**Do we need to analyse Module 1 and 2 data to this depth in order to evaluate modules 3 to 5? If not, was this detailed presentation actually necessary?**

No. What is most important for you is the Self-Evaluation Report (SER) of the HEI, particularly in modules 3–5, which will be evaluated by the IEPs. The second training (Thursday, February 27) will focus on the analysis of the SER. The access to the application for National Evaluations Results and how to use it was presented to provide you with as much contextual information as possible from the Ministry of Education, Youth and Sports (MEYS) regarding the results of the HEI that your IEP represents.

## 4. IEPs & EXPERT ADVISORY COMMITTEE

### **How do IEPs communicate with the Expert Advisory Committee?**

If you have a question for the EAC, please forward it to the MEYS via your panel secretary. Your questions will be submitted to the EAC for consideration and formulation of an advisory opinion by the MEYS. EAC operates as a single entity. Therefore, please do not direct your inquiries to individual members of the EAC, but rather to MEYS, which will forward them to the EAC. Expert opinions will be delivered on behalf of the EAC.

### **May I ask the question where are female\* voices in the expert advisory committee, especially in arts and humanities?**

MEYS strives for gender balance in any advisory body, with the aim of achieving at least 40% representation of women and men respectively. We invited several women representatives when we were setting up the EAC. Unfortunately, they all refused to participate because they were busy with other work. We only managed to form the EAC with three women, but they represent other FORD groups.

### **What is the role of Expert Advisory Committee in the Evaluation?**

The Expert Advisory Committee (EAC) is a purely advisory body. It has no power to compel International Evaluation Panels (IEPs) to change their evaluation (i.e. to change the grade(s) awarded). It will only give its feedback, advice and recommendations on evaluation issues.

### **Can you give more information about the process of submission of drafts to EAC (seems new compared to 2020)?**

Each IEP will include so called Provider's methodologist. The methodologist works as your guide throughout the process of evaluation and as liaison with MEYS and EAC. Drafts of evaluation report as well as any methodological questions can be submitted to the EAC through the methodologist.

### **Are we expected to be very familiar with the Methodology HEI2025+ by the harmonization meeting?**

It would be great if you could go through the Methodology HEI2025+, in particular the six evaluated indicators of Module 3 (3.2-3.7). The harmonisation sessions should provide space for your questions and discussion. Any questions you may have after familiarising yourself with the Methodology HEI2025+ are welcome and appreciated.

### **It is my understanding that there are no options for harmonisation sessions. Could you please clarify what the implications would be if one is not available for this session? Is this a question to be raised with the respective secretary?**

With the number of experts involved we cannot unfortunately accommodate everyone, however, outcomes of the harmonization sessions will always be summarized and shared with IEPs. We would also like to keep discussion between the IEPs and Expert Advisory Committee continual, therefore, further questions can always be raised through the secretary or Provider's methodologist.

### **How will IEPs receive instructions for aggregating grades for modules 1 to 5 and determining the overall grade?**

IEP obtains a table from MEYS, where they will put the grades for each module and the table will produce the final grade. Also, the specific weight of individual modules will be automatically considered in this table.

### **EAC has prepared a sheet of suggestion for evaluation within the FORD 6.4 Art. How this will be shared with the chairs?**

The method of providing the material is still being discussed with the EAC, as it concerns only the specifics of FORD 6.4, but it will most likely be shared through the university secretaries.

**Will the IEPs receive, along with the SER, a form in which they will enter their evaluations?**

Yes, MEYS has prepared a form „Evaluation Report“ (ER), which has the same structure as SER. IEPs will obtain the form along with the SER from the HEI's secretaries. It is also available on the MEYS website along with the other documentation for evaluation: [Documentation for Evaluation of Research Organisations in the Segment of Higher Education Institutions in 2025, MŠMT ČR](#)

**Can IEPs use also decimal point while grading? Or do they have to use only full points (1–5) or grades (A–D)?**

Please, use only full grades as set by the Methodology HEI2025+.

**Can chairs obtain some information about the evaluation of the other HEIs in Czech Republic to harmonize the approach in a better way?**

MEYS will share information regarding evaluations at other HEIs during regular meetings with the EAC. It will allow chairs to discuss the specifics for individual FORDs and HEIs as well.

**Will MEYS or EAC establish a benchmarking framework for evaluating higher education institutions (HEIs)? Specifically, an overview of excellent outcomes at the national, European, and global levels that could serve as a basis IEP's members to assess the R&D&I results of Czech HEIs?**

MEYS, following discussions with the Expert Advisory Committee (EAC), has ruled out the possibility of developing such a benchmarking framework. This decision is primarily due to the significant number of specific characteristics across various Fields of Research and Development (FORDs) and among the evaluated HEIs themselves, which prevent the establishment of a consensual benchmarking model that could reliably distinguish between average and outstanding research organizations.

Nonetheless, MEYS and EAC concur that the current evaluation system—based on a rating / grading system as outlined in the HEI2025+ Methodology—is better suited to assess results on national, European, and global scales by drawing comparisons primarily with EU15 (or EU27) standards, rather than referencing globally outstanding institutions and outcomes.

Furthermore, the EAC emphasizes that any evaluation of research performance should carefully balance the following three key attributes:

- **International Competitiveness** – the extent to which the quality of outputs (ranging from average to outstanding) aligns with international standards, without necessarily achieving world-leading status.
- **Institutional Mission in R&D&I** – the degree to which research outputs reflect and support the strategic direction and R&D&I goals of the institution.
- **Capacity for Improvement** – the presence of potential and direction for further development towards excellence, and whether the institutional mission is sufficiently ambitious to support such progress.

MEYS requests that the IEPs use the evaluation scale defined by the Methodology HEI2025+ and fully relies on the ability of IEP members to assess the quality of R&D&I outcomes.

Methodology HEI2025+ grading table

Rating	Definition of rating level	Corresponding grade according to Methodology 17+
<b>5 - Outstanding</b>	In the evaluated indicator, the RO achieves results or standards that are internationally competitive. The RO produces internationally competitive results in terms of both quality and quantity. It has high quality policies and procedures or is excellent in fulfilling its mission. Thus, in this criterion, the RO has strong potential for further development.	A
<b>4 - very good</b>	In the evaluated indicator, the RO achieves a balanced quality, has the potential for further development or fulfils its mission. The results produced by the RO are up to nationally competitive level or have a significant regional contribution, but do not achieve outstanding results in international comparison. The RO has well established policies and procedures.	B
<b>3 - average</b>	In the evaluated indicator, the RO is of uneven quality, has only limited potential for further development or fulfils its mission with limitations. The results produced by such an RO are of uneven or average quality and are only to a limited extent competitive at national or regional level. The policies and procedures set are of uneven quality and their impact on improving the environment and the status of the RO is uncertain.	C
<b>2 - below average</b>	In the evaluated indicator, the RO achieves below-average results, has very limited or no potential for further development, fulfils its mission only to a limited extent or does not fulfil it. The results produced by the RO are of below average quality, which does not stand up to regional comparison. The policies and procedures in place have a number of weaknesses, and the RO shows only limited efforts to address them.	D
<b>1 - inadequate</b>	An inadequate rating is given to a RO if the RO does not achieve any results in a given indicator, does not fulfil its mission, the policies and procedures set are inadequate, clearly non-functional or non-existent and the RO has not sufficiently justified why it does not achieve results in the indicator or does not have policies and procedures set at all.	D
<b>Not applicable (N/A)</b>	An N/A rating will be used if the RO provides sufficient justification as to why the indicator is not relevant to it and the IEP agrees with its justification. An indicator rated N/A does not enter into the calculation of the module's rating.	-