

The main aim of the thesis is to explore a current status of entrance examination procedures, which are applied for bachelor studies at faculties of Charles University with social science orientation (i.e. the Faculty of Social Sciences, the Faculty of Humanities, the Faculty of Arts). In first part, utilizing an analysis of relevant secondary data, the thesis deals with the description of current forms of entrance examination procedures. Besides description of current practice, the thesis further contains an analysis of stakeholders and qualitative research which is based on an analysis of interviews with representatives of faculty decision-makers, representatives of students from the faculty academic senates and students of the three analyzed faculties. The interviews were transcribed and open-coded, which led to the sorting information into categories by theme. As a method of stakeholder analysis a “quick” analysis of stakeholders was used in order to identify the main stakeholders of the issues under investigation. Overall, the analysis of interviews shows that each faculty has different strategies and preferences for selecting students during the entrance procedure. Hence, possible consensus of entrance examination procedures in similar fields across the three faculties is not entirely likely, especially because of inter-faculty competition. The stakeholders interviewed maintain that limitations in the current form of entrance examination procedures are only minor with little reason for changes that would be, in any case, probably difficult to implement.