

STATEMENT OF THE EVALUATOR FOR THE INTERNAL EVALUATION OF THE DEGREE PROGRAMME

IDENTIFICATION OF THE EVALUATED DEGREE PROGRAMME

Name	Business Management
Type	N: Follow-up Master's Degree Programme
Profile	Academic
Form	Full-time
Language	English
Faculty	ECON: Faculty of Economics and Administration

EVALUATOR

Name, surname, title	TUAN VU DAO (MR.)		
Representative	Student	Institution:	ECON: Faculty of Economics and Administration

PART I

DEFINITION AND INTERNAL STRUCTURE OF THE DEGREE PROGRAMME

(Export of the Degree Programme data)

The aim of this section is to assess the consistent and logical structure of the Degree Programme. Please pay attention to the alignment of study objectives with graduate employment and learning outcomes, the curriculum and its structure. Do the expected competencies of the graduates correspond to the reality and requirements of the labour market, etc.? The comments may include recommendations on how the Degree Programme could be further developed or comments on the overall development and changes over the last period.

1. Does the Degree Programme have clearly and comprehensibly defined Degree Programme characteristics?

Yes

Rather yes (justify in the comment)

No (justify in the comment)

Comment:

From my perspective, our Degree Programme - Business Management has clearly and comprehensively defined its characteristics. This is because, based on my feelings, as a learner at the Faculty, this programme enhance and broaden my knowledge in a wide range of areas regarding Managerial aspects so as to supplement what I previously studied in New Zealand (I have held a Postgraduate Diploma in Logistics and Supply Chain Management in New Zealand). Learners also have an opportunity to opt for their preferred majors, either Marketing or Management. I have been choosing Marketing, as I found it interesting to pursue this specialization with many extraordinary courses (International Marketing, International Trade, Marketing in the European Union, and Corporate Social Responsibility). When it comes to compulsory subjects, from my point of view, it is essential for learners to get engaged in Economics courses (e.g. Macroeconomics and Microeconomics), which are something incredibly familiar in our daily lives to understand our global economies more deeply, as well as Corporate Finance course to facilitate students to have a basic understanding of enterprises' financial status and how to manage firms' assets in a more effective way. To conclude, the study programme is a great combination of Economics and Administration sectors.

2. *Are the learning outcomes¹ articulated convincingly, specifically and comprehensibly in relation to the learning objectives and the intended graduate's employment?*

Yes

Rather yes (*justify in the comment*)

No (*justify in the comment*)

Comment:

To successfully complete our Master's degree programme, it requires a large amount of knowledge from a variety of courses. Learners need to study really hard to satisfy minimum requirements for courses, with a range of assignments, essays, oral presentations, and especially exams. The best thing about our study programme is that we have opportunities to learn with many lecturers, professors, authors, business owners, managers and colleagues from around the world, from Europe, America to Asia-Pacific and Africa. Thanks to this, we can broaden our knowledge, visions, mindsets from learning with those people. Learning from each other improves ourselves every

¹ Learning outcomes represent the specific professional knowledge, skills and general competences that a graduate should acquire during the course of their studies in the Degree Programme. They capture a minimum standard and must be measurable.

single day, and this programme teaches and trains us to be actual global citizens, allows learners to make life-long friendships, and developing relationships which might have a vital role to play in looking for jobs after our graduation.

Last but not least, at the end of the study, Master students need to undertake a Final State Examination, also known as Master's thesis defence, which requires students to accomplish a full and complete Master's thesis, under the guidance from a supervisor to support us all along the way. They will instruct and support you as best as possible, prepare everything for students to make sure their students ready for their defence day. Once learners complete the programme, they will see that as long as they put efforts, ultimately, everything is going to be paid off, and there will be a lot of job prospects for graduates from Czech job market, as Masaryk University is one of the most prestigious universities in the Czech Republic.

3. *Does the structure of subjects in the individual curricula of the Degree Programme form a meaningful whole that enables students to acquire the specified learning outcomes?*

Yes

Rather yes (*justify in the comment*)

No (*justify in the comment*)

Comment:

I would say that the structure of the study programme is relatively appropriate, enabling students to catch up with subjects in the easiest way. You are required to complete at least 120 credits and pass the Final State Examination to finish the Master programme in Business Management, in which learners can do it within four semesters if you are a full-time Master student. Thus, ideally, students can complete at least 30 credits (around 7, 8 courses) per semester, which makes sense for learners to get in-depth understandings of courses' learning materials. Each semester lasts 13 weeks, including Reading week in the 7th week, meaning that you do not have to come to the class, and this week is a great chance for learners to take a short rest, review what you have studied and recharge your energy after hard days at school prior to continue working on subjects for the second half of the semester. Therefore, personally for me, I totally agree with our programme structure.

As mentioned, the most important thing is as a learner and an international student, you have to actually study to accumulate knowledge and develop your own interpersonal

skills, relationships as much as possible, which will facilitate you to be a potential candidate applying for a position in your preferred firm in the near future, not only in the Czech Republic, but also in the whole world.

4. *Space for additional comments, observations and recommendations.*

Comment:

To be honest, I believe that Masarykova is one of the leading prestigious universities in the Czech Republic, so it is an honour to become a student at ECON MUNI. The knowledge that learners accumulate during their years studying here can completely help them score points in the eyes of employers thanks to the Faculty's strong network of connections with businesses in the Czech Republic, as well as with universities globally. Making effective use of the time studying at the Faculty will contribute significantly to the success of your future career path.

PART II
TEACHING, LEARNING AND EVALUATION

(Supporting documents: Export of the Degree Programme data, subject characteristics, subject survey results)

This section primarily aims to assess the suitability of the teaching methods used with respect to the stated learning objectives and learning outcomes. It also focuses on the appropriate setting of practice and practical teaching, the state final examination or the relevance of literature and other study aids. In the comments, recommendations can be made as to where the Degree Programme could be further developed.

5. Are adequate teaching methods used in the Degree Programme in relation to the objectives of the study and the profile of the graduate?

Yes Rather yes (justify in the comment) No (justify in the comment)

Comment:

I find that the main teaching method at ECON MUNI is based on the philosophy of T-P-S, which stands for 3 words Think - Pair - Share. This is an extremely suitable teaching method for learners because it will enhance the interaction between teachers and students in the classroom, thinking and discussing in class helps learners improve their critical thinking, at the same time knowledge from there is spread and shared.

Teachers at the Faculty are incredibly humble, and always remind students that, they are not the best, but we are here to work together and share knowledge, to make progress together, because learners can know things the lecturers do not know, and vice versa. Through lectures and seminars, where students will have the opportunity to present their group projects, and teachers will give feedback to improve students, or learners themselves can introduce new things to everyone in the class. I really like the way teachers refer to students as "colleagues".

6. Are the study literature and other study materials contemporary and relevant to the objectives of the study and the graduate profile?

Yes Rather yes (justify in the comment) No (justify in the comment)

Comment:

The learning materials making sure they are relevant to the goals and needs of the learners, but one thing is undeniably that the difficulty of the learning materials will be depending on the will and efforts of each student, as mentioned in the previous

sections, learners must really try to be able to meet the requirements of a particular course.

7. *Does the Degree Programme have an appropriate ratio of theoretical and practical teaching (in the case of Degree Programmes leading to a regulated profession, this ratio is governed by applicable legislation)?*

Yes Rather yes (*justify in the comment*) No (*justify in the comment*)

Comment:

Definitely. The Degree Programme have an appropriate ratio of theoretical and practical teaching. Most subjects for the master's program in business management in English include lectures (teaching theoretical knowledge) and then seminars to apply theoretical knowledge into practice.

For instance, the subjects of microeconomics, macroeconomics, or corporate finance always have seminars to solve exercises to consolidate the knowledge learned in theoretical classes, while some subjects namely International Management, Strategic Management, International Marketing or International Trade, students will get practical opportunities in the class through group projects, oral presentations, and discussions.

8. *Is the state final examination appropriately set in relation to the stated learning objectives and learning outcomes of the Degree Programme?*

Yes Rather yes (*justify in the comment*) No (*justify in the comment*)

Comment:

Certainly. The Final State Examination will consist of two parts: the first section, the learners will have to defend their Master's thesis over the examination board, and the second one, students will have to answer questions from the examiner to assess the level of understanding as well as knowledge students have accumulated during the two-year period studying a master's program at ECON MUNI. In fact, these questions are all related to what students have learned, applied and practiced during their time at the school, not questions that are so tricky and complicated ("rocket science" ones) that no one has answers.

9. *Does the system of cooperation with practice correspond to the nature of the Degree Programme and the number of students in the Degree Programme?*

Yes Rather yes (*justify in the comment*) No (*justify in the comment*) Not relevant

Comment:

For sure. No doubt, ECON MUNI cooperates very strongly with businesses in the Czech Republic, for example in our program there is the Consultancy Project subject, which is a practical subject taught by the directors of the company SIKA, or international management course, indeed, we continuously have practical lessons with FNZ, Zebra Technologies and SIKA. On top of that, the international cooperation of ECON MUNI is also very strong, in many subjects we have lessons with visiting professors from prestigious universities of Poland, Israel, the UK, and the United States, and even the Faculty's international network allows students to have exchange semesters at many universities around the world, not only in Europe, but also in Asia, Oceania, Africa or North America.

10. *Does the Degree Programme sufficiently exploit the potential for cooperation with possible future employers of its graduates?*

Yes Rather yes (*justify in the comment*) No (*justify in the comment*)

Comment:

Absolutely. The fact is that many students who have been studying at ECON MUNI not only need to wait until after graduation they have been recruited to work full-time or part-time at leading enterprises such as Amazon, SIKA, Infosys, KBC, Zebra Technologies, FNZ, etc. Therefore, it is clear that the program has full potential to expand cooperation more comprehensively and strongly with those enterprises, contributing to improving the rate of students finding a job after graduation.

11. *Space for additional comments, observations and recommendations.*

Comment:

I have no further additional comments to this section.

PART III

STAFFING

(Supporting documentation on staffing from the IS MU)

The main objective is to evaluate the quality of staffing on the Degree Programme in relation to its type, number of students and focus. At the same time, one of the indicators is also the creative activity carried out by the academic staff on the evaluated Degree Programme, where the quality, relevance and distribution of creative outputs across academic staff in relation to the type and nature of the Degree Programme over the last 5 years is assessed. Comments may include recommendations on how the Degree Programme could be further developed.

12. *Is the Degree Programme sufficiently staffed with regard to the structure of academic staff by number and age?*

Yes Rather yes *(justify in the comment)* No *(justify in the comment)*

Comment:

I have recognized that in all the subjects which I have studied so far, the courses always have at least 2 lecturers in charge, especially for human resource managements I have the opportunity to study with a wide range of teachers, enhancing my experiences with many different lecturers; hence, I believe that the number of academic staff serving at the Faculty is sufficient to meet the quality requirements for the program. When it comes to age, I honestly do not put too much emphasis on this issue, I am more into in the knowledge that I will learn from the Faculty's lecturers.

13. *Is the number of students per academic staff member set appropriately to ensure quality teaching on the Degree Programme?*

Yes Rather yes *(justify in the comment)* No *(justify in the comment)*

Comment:

I see fit, and have nothing to complain about this criterion. I am really into the atmosphere, close and intimate learning environment between teachers and students at ECON MUNI.

14. *Space for additional comments, observations and recommendations.*

Comment:

I have no further additional comments to this section.

PART IV

INTERNATIONALISATION

(Supporting documentation: Export of statistical data on the Degree Programme)

The main objective is to assess the international dimension of the programme (i.e. mobility, course offerings taught in a foreign language, etc.) with regard to the type and focus of the Degree Programme. The comments may include recommendations on how the Degree Programme could be further developed.

15. Does the international cooperation (foreign stays, courses taught by foreign teachers, involvement in international research projects, etc.) correspond to the nature of the Degree Programme and the number of students?

Yes Rather yes (justify in the comment) No (justify in the comment)

Comment:

As mentioned above, I am in favour of the international network of our Faculty, with many visiting professors from all over the world. Additionally, students themselves will have the opportunity to go for exchange at MUNI's partner universities. Personally for me, I hope that in the not too distant future, I will have the opportunity to study for one semester in Luxembourg thanks to ECON MUNI's international cooperation with the University of Luxembourg in order to learn deeply about their financial system and governance, to find out how Luxembourg, a small country with a population of less than 400,000 inhabitants, but is always among the top countries with the highest per capita income in the world.

16. Does the degree of internationalisation (use of foreign language literature, study subjects in foreign languages, compulsory study activities in foreign languages, space for mobility in the curriculum, teaching of foreign languages, foreign teachers involved in teaching) correspond to the type and focus of the Degree Programme??

Yes Rather yes (justify in the comment) No (justify in the comment)

Comment:

It is interesting that, in some classes in our study programme, international students like us have had the opportunity to learn and be introduced about Czech language and culture from teachers, such as International Management, or Strategic Management, in which the teachers all use English very proficiently and have wide knowledge, teaching us a lot of things, not only in knowledge, but also in customs, practices, traditions or society in Czechia. Therefore, the degree of internationalization totally corresponds to

the type and focus of the Degree Programme.

17. Space for additional comments, observations and recommendations.

Comment:

I have no further additional comments to this section.

PART V

SWOT ANALYSIS AND DRAFT DEVELOPMENT PLAN
OF THE DEGREE PROGRAMME

The conclusion serves to outline recommendations for the future development of the Degree Programme. Other topics that the evaluator wishes to comment on that have not been covered in the previous sections may also be included in the final summary.

18. *Please comment on the SWOT analysis included in the Self-evaluation Report of the Degree Programme. Does the SWOT analysis adequately assess strengths, weaknesses, opportunities and threats? What other strengths, weaknesses, opportunities or threats do you see from your perspective?*

Comment:

The SWOT analysis is absolutely right. In fact, our master's in business administration programs still only attract a large number of students from developing countries in Asia, Latin America and Africa. Very few students from developed countries in Europe and North America choose to study full-time with Business Management programme in English; thus, without doubt this is clearly an existing weakness. To comprehensively develop and expand the reputation of the current program of study on a global scale, we do need more students from the US, Canada or EU countries to study full-time for 2 years at ECON MUNI. On the other hand, the current programme in English version still has a lack of opportunities for students to do practical internships in enterprises, which the Czech version of the programme seems to be doing significantly better, as it is clear that so as to attract more students to study, it is still not enough to organize Education Fairs abroad, I believe it is very essential to have more internship opportunities at businesses for about 3 to 6 months for current students studying this program.

19. *Please formulate a maximum of five specific recommendations for the future implementation and development of the Degree Programme.*

Recommendations:

From my point of view, there can be a small addition to the current programme that we can add some additional courses for learners about Information Technology related skills, especially in today's era, artificial intelligence plays an increasingly important role in enterprises, significantly contributing to the successful digital transformation process

in small and medium-sized enterprises, which is the backbone of many countries' economies around the world.

Furthermore, it is also possible to take into consideration adding several courses related to logistics and supply chain management, which are extremely vital for economic recovery after the pandemic when many supply chains around the globe have been disrupted and broken owing to the severe impact of Covid-19 pandemic over the past few years.

20. *Space for concluding comments and observations beyond the above topics.*

Comment:

I have covered everything from my perspective throughout this report; hence, I have no further comment on the above topics.

Date and place:

Friday, 24 March 2023, Brno.