MUNI

Self-Evaluation Report of Degree Programme N-PEMA BUSINESS MANAGEMENT

Regular Internal Evaluation of Bachelor's or Master's Degree Programmes

Identification of the Evaluated Degree Programme

Tip: In the case of the evaluated Degree Programme being delivered in different languages, both programmes are assessed in one report. Please identify both programmes in the table below.

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

Part I

Definition and Internal Structure of the Degree Programme

(Supporting documents: Export of Degree Programme data, Export of statistical data on the Degree Programme, Management data in the IS)

1. *Briefly outline the current position of the Degree Programme within the Degree Programmes offered by the Faculty and the University.*

The follow-up Master's degree programme in Business Management in English is currently (and over the long term) the largest study programme in English out of the five follow-up Master's degree programmes in English at FEA MU, with 26 to 93 students studying full-time in 2019-2022 (the programme does not have a combined form). This programme is unique within the faculty and the university, i.e. it is not offered and taught in this or similar form at the faculty (if the Czech variant of this programme is ignored) or anywhere else at MU. With its focus on business economics and management, it is a clearly defined and profiled programme, with no significant overlap with other study programmes of the faculty (or university). This programme builds on the Bachelor's degree programme (full-time) Business Management and Finance and is followed by a doctoral programme (full-time and combined) Business Management in English.

2. *Describe any changes that have occurred in the last reporting period with regards to development in the field and trends in education:*
   a) *in the structure of the Degree Programme's graduate profile (study objectives, learning outcomes and graduate employment);*
   b) *at the level of study courses (e.g. changes in compulsory and optional courses).*

There have been no changes in the structure of the graduate profile of the study programme, in the objectives of the study, in the learning outcomes, or in the graduates' employment.

At the level of study courses, there were continuous non-substantial changes in the monitored years 2019-2022, mainly related to course titles, content, allocation of hours, number of credits, teachers and supervisors. These changes mainly concerned compulsory and optional courses. In recent years (since 2020), minor changes have also included adjustments to the number

and structure of compulsory elective and optional courses offered and taught (in full-time, but mainly in combined studies).

3. *If the Degree Programme differs significantly from the original field of study (study plan, new curricula), assess how the transformation has worked in practice and whether you plan any changes in this respect.*

The study programme does not differ significantly from the original field of study. There has been no significant change in the curriculum nor have new curricula been created. No substantial changes to the study programme are planned for the future.

4. *Evaluate the structure of the curriculum:*
   a) *based on the implementation of the curriculum to date, identify the learning outcomes of the programme that are difficult to achieve in the curriculum or difficult to verify with students;*
   b) *in the case of multiple curricula, pay particular attention to any overlap between them and their content;*
   c) *where the programme under evaluation includes a major and a minor curriculum, indicate appropriate combinations with the major and minor curricula included in other programmes of study.*

Three learning outcomes are questionable.
The first is **"Can assess opportunities and risks related to strategic and sustainable business development in the context of Society 4.0."** This outcome is both difficult to validate, as the students' work is not standardly focused on Society 4.0, and difficult to achieve, as the issue is not a dominant or at least significant part of any of the programme's profiling courses.
The second is **"Is able to participate in the solution or even manage projects related to specific areas of practice."** This outcome is difficult to verify (especially in the project management part) and can only be verified (to some extent) within the programme in the final thesis or seminar papers of some courses (Consultancy Project, Business Research).
The third is **"Understands the impact of business on society and its development in the context of issues of social responsibility and ethical behaviour."** This outcome is not well formulated (the wording is unclear - what is meant by business and society?). At the same time, the outcome is difficult to achieve as it is only very marginally addressed in the profile course Strategic Management. It is also difficult to verify as the issue of social responsibility and ethical behaviour is not a necessary part of the seminar or final papers of all students in the programme.

The programme is currently implemented through a single curriculum and no more curricula are foreseen in the future. There is therefore no overlap and there should be no overlap in the future.

There are no major or minor curricula in any form in the programme.

5. *In the table below, please assign the related learning outcome that the course fulfils to the profiling courses of the Degree Programme (profiling foundation courses and profiling foundation theory courses). Comment on whether the profiling courses sufficiently cover the learning outcomes.*

For clarity, please apply the numbered learning outcomes below:

1. Is able to identify, analyse and creatively solve problems related to the functioning of selected areas of a company with the application of acquired knowledge and the use of acquired skills.
2. Can apply specific methods, techniques, tools and standard procedures to real business practice situations.
3. Can evaluate opportunities and risks related to strategic and sustainable business development in the context of Society 4.0.
4. Understands the theoretical knowledge of specialised disciplines related to business economics and management.
5. Is able to apply this knowledge to model and practical situations.
6. Understands the systemic links between the sub-functions of a company and their implementation.
7. Is able to participate in and manage projects related to specific areas of practice.
8. Can search for and work with relevant data and information, including the use of ICT tools, and evaluate it in accordance with practical tasks.
9. Is able to analyse the business environment in an international or global environment and use the results for business plans.
10. Understands the impact of business on society and its development within the context of issues of social responsibility and ethical behaviour.
11. Knows the business information systems used in the management of a company and the evaluation of the economic aspects of a business.
12. Is able to communicate verbally and in writing in English and at least one other foreign language in business dealings with partners and is able to perform adequately in social interactions.
13. Is able to present and defend an opinion on a practical problem based on knowledge and professional evaluation.
14. Is able to participate in, organise and manage innovation and entrepreneurial activities in companies.

Learning outcomes (numbered according to the DP characteristics
(exported PDF file from the IS MU):

Profiling courses (name):	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Diploma Thesis	x	x												
Diploma Seminar 1	x	x		x										
Diploma Seminar 2	x	x			x	x	x	x				x	x	
Microeconomics 2				x										
Macroeconomics 2				x					x					
Seminar in Microeconomics				x	x									
Seminar in Macroeconomics				x	x				x					
Corporate Management Systems	x	x	x		x	x						x		
Corporate Finance and Financial Analysis	x	x		x										
International Management	x	x		x					x		x	x		
Business Research	x	x	x		x		x	x				x		
Consultancy Project	x	x			x	x	x					x	x	x
Strategic Management	x	x	x	x		x		x		x				

The profiling courses cover all the learning outcomes. There are some coverage issues regarding learning outcomes 10, 11, 13 and 14, which are covered by only one course. The remaining learning outcomes are covered by at least three courses (learning outcomes 3, 7 and 9), with learning outcomes 1, 2 (9 courses) and 4 (8 courses) have the highest coverage. At the same time, each course covers at least 1 output (Microeconomics 2) or 2 outputs (Diploma Thesis, Macroeconomics 2, Seminar in Microeconomics), with the majority of courses covering 7 outputs (Diploma Seminar 2, Business Research, Strategic Management) or 8 outputs (Consultancy Project).

6. *Evaluate how the number of studies in the Degree Programme has developed, pay attention to:*
   a) *the distribution of studies among the curricula with regards to the form of study and their evolution over time;*
   b) *drop-out rates, transfers between programme plans or forms of study;*
   c) *completion rates (in standard study time, std. time + one year, absolute numbers).*

Currently, a total of 88 students are actively studying in the programme. As can be seen from the attached tables below, the number of students is increasing over time (including interest in this study), with a minor exception in 2020. The number of students admitted and enrolled is also increasing (again with an exception in 2020). We consider the current enrolment (about 50 students) to be optimal. The programme can therefore be considered stable and full in terms of interest.

Full-time study

Year	Number of applications submitted	Number of admissions	Number of enrolled
2019/2020	163	63	34
2020/2021	151	47	25
2021/2022	288	154	34
2022/2023	351	155	46

The dropout rate in the programme is comparable to the Czech version. This indicates the difficulty of the studies and especially the comparability (with regards to the quality of the students admitted) with the Czech version of the programme. The situation can therefore be classified as relatively stable in this respect. Overall, the programme has a failure rate of 17.6%, with the highest proportion in the first semester of study.

Full-time study

Year	Number of graduates	Number of unsuccessful	Number of otherwise completed
2018/2019			1
2019/2020		2	
2020/2021	16	12	
2021/2022	7	5	1
2022/2023		5	

The average length of study is very good in both forms, although it is gradually (rather slightly) increasing. However, it is still below the recommended value of 2 years. On the contrary, the length of unsuccessful studies is decreasing, which can be assessed positively. In this respect, the situation in the programme is very good.

Full-time study

Year	Studies completed	
	successfully	unsuccessfully
2019/2020	1,89	1,38
2020/2021	1,93	0,84
2021/2022		0,79

The success rate is therefore comparable, although lower, than for the Czech version of the study. However, the failure rate increased slightly in 2022. The question is whether this is a random fluctuation or the beginning of a negative trend. In view of the increasing number of applications to study, it is suggested that changes in the admissions procedure to the programme should be considered in order to select better quality applicants. This notwithstanding, the current situation can be considered good and relatively stable.

Full-time study

Rok	Úspěšná	Absolutní počet Úspěšných	Neúspěšná	Absolutní počet Neúspěšných
2020			49.82	7
2021			29.75	5
2022			21.41	8
2022			23.08	1

7. Evaluate the trend in admissions over the period under review:
   a) applicants in relation to those admitted and enrolled in the programme in years;
   b) interest in each curriculum in absolute numbers and by priority;
   c) evaluate the interest in combinations with other Degree Programmes (in cases of combined studies only, preference for major and minor plans).

The ratio of admitted and enrolled students in the programme is relatively stable. It is evident that interest in the programme is growing and the number of admitted and enrolled students has also been growing. Due to the problems in the student success rate (the ratio of graduates to unsuccessful students), which manifested itself in 2022, it is proposed to consider changes to the admissions procedure.

Full-time study

Year	Number of applications submitted	Number of admissions	Number of enrolled
2019/2020	163	63	34
2020/2021	151	47	25
2021/2022	288	154	34
2022/2023	351	155	46

Interest in the Degree Programme has increased dramatically over time, with exception to 2020, (see tables above). The programme is currently at the limits of its capacity, with no further increase in the number of students in the programme envisaged. Within the faculty, it is the programme in English that is most in demand. The curriculum appears to be very good with respect to the failure rate, although there has been an increase in the graduation and failure rates, as evidenced by the decrease in the overall number of failed students.

The assessed curriculum has no joint studies.

Part II

Teaching, Learning and Evaluation

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

8. Describe innovative and interactive elements in teaching (e.g. e-learning support, video lectures, real-life simulated learning, field teaching/excursions, group work, flipped learning, blended learning, problem-based learning, case-based learning, etc.):

a) *evaluate how they contribute to achieving the intended learning outcomes;*
b) *indicate which of them have worked best for your teaching.*

An interactive curriculum has been developed for most of the courses in the programme. In addition, all the profiling courses, including a number of compulsory electives, are recorded and made available to students online, including retrospectively. Due to the use of a specific Information System (IS), which combines a study information system and e-learning support, each course has an e-learning platform which is used in a variety of ways (most often study materials are uploaded to the platform, seminar paper submissions are created, exam tests are given, etc.).

The T-P-S (Think-Pair-Share) method and the dialogical method of teaching are used in many courses (seminars and lectures). Teaching simulating real environments (real assignments from companies), group work, dialogical method, problem-based learning, case-based learning and flipped learning are also used. Quizzes and activation tasks via slido.cz are also used in the teaching. Teaching is often based on real examples from practice, where current legislation, specific companies and their results are used and where theoretical knowledge is applied to real company conditions. In one of the courses, part of the teaching is also planned in Metaverse. Beyond this, case studies and projects are very often used (e.g. in the form of a team of students creating a board game - from getting to know the target group through creativity to creating a prototype). "Serious games" with a foresight theme are also used, as are interactive ones (Beer Distribution Game, 2021), or ones including activities using Legos (2021). One of the courses is organised as an online course and is delivered by a partner university in Tampere, Finland.

These methods allow better structuring and individualisation of the teaching load, motivate students to work continuously and to put the studied issues into context. Due to this, they are able to understand the issues better. In this way, students not only acquire and consolidate the required knowledge, but also acquire the required skills through practical application on the basis of real or simulated data. The acquisition of the necessary skills is facilitated in particular by collective work, or work in teams, in which students acquire important management skills, including practical skills such as working with data, selecting and applying appropriate analytical methods, etc.

All of the above teaching methods have proved successful and will be further developed not only in the relevant courses, but also in other courses where possible and appropriate. Think-pair-share, problem-based learning, case-based learning and creative game-based methods have proven to be the most popular with students.

9. *Comment on the main changes and measures implemented in the last reporting period (e.g. based on the results of the study course survey) at the level of individual courses, in particular with regards to:*
   a) *study objectives, study load and teaching methods;*
   b) *the evaluation of students according to transparent, objective and predetermined criteria;*
   c) *the provision of formative feedback.*

All the minor changes implemented in the courses during the period under review were aimed at better fulfilling the objectives of the study. Modifications in the courses also reflected modern trends and teaching methods. Their subsequent application in selected courses enabled better distribution and distribution of the study load within the semesters, which influenced the (higher) quality of the achieved study objectives.

The modifications made in the courses have also led to the simplification of some time-consuming tasks, clarification of assignments, etc., so that the assessment of students is more transparent for the students themselves. In order to increase transparency, objective and measurable criteria are set for all courses (before the semester starts). This is done either in the interactive syllabus or in a separate set in the course materials (or both). These do not change during the semester and allow students to get an idea of their assessment during the semester, depending on how they meet the set criteria. Students who, for whatever reason, fail to meet any of the criteria are allowed (to a limited extent) to meet the relevant criteria on alternative dates, taking into account the justification for each case (e.g. illness, sports representation, psychological problems, visa problems, etc.).

Formative feedback is provided in subjects where continuous criteria for meeting the learning requirements are set, usually using modern teaching methods (see point 8 for details). This applies to all courses where students produce term papers (sometimes several per semester). In the future, the aim is to extend the number of courses that allow the provision of formative feedback to all profiling and compulsory elective courses.

10. *Evaluate the content and scope of the state final examination in relation to the requirements and structure of the profiling courses of the assessed study programme. Evaluate the suitability of the final state examination in relation to the profile of the graduate. Evaluate the suitability of the setting of the final qualification paper.*

The state final exam is focused on the final (diploma) thesis and can be divided into two parts (the same way the state final exam itself is divided). The first part focuses on the actual preparation of the final thesis (thesis defence), which is facilitated by the completion of three courses related to the final thesis (Thesis, Diploma seminar 1 and 2). The second part of the examination (debate on the content of the profiling courses) combines the knowledge and skills acquired during the study (based on the profiling courses) with the knowledge and skills acquired in writing the thesis. The questions in this part must be based on the subject matter of the profiling courses and must also be related to the final phase. The second part of the final state examination includes a total of 10 subjects (all content areas of these subjects). The final examination therefore aims to fulfil all the learning outcomes and, at the same time, meet the objectives of the study programme. In view of the profile of the graduate, the state final examination therefore appears to be appropriate.

The first part of the final state examination is adequate and appropriate in terms of scope, while the second part is appropriate, but relatively extensive (see above), due to the inclusion of the complete content of all the selected subjects. With regards to the profile of the graduate, it seems more appropriate to select the relevant parts of the profile subjects, i.e. only certain problem areas, and to include them in the second part of the final state examination. This will better target the profile of the graduate and the essential knowledge and skills of the study programme.

The setting of the final thesis, which is based on the aim of the qualification papers, can be considered very good. This is evidenced both by the high long-term success rate in passing the state final examination and the high employability of the programme's graduates. With regards to the lower number of students in the programme, the study of literature and theses is individualised according to the individual supervisors and the topics they supervise. However, as the number of students increases, additional materials from the Czech variants of the Thesis and Diploma Seminar 1 and 2 courses can at least be considered, if not the direct teaching of these topics, in order to further improve the quality of the final theses.

11. *Indicate the scientific research, grant or other creative activities within the evaluated Degree Programme that have been/are being carried out with the involvement of students. Describe any opportunities and forms of motivation for student involvement. Indicate any major awards (including nominations for major awards) won by students in the field of study concerned in the last 5 years.*

Students of the evaluated study programme did not participate in scientific research, grants or other similar creative activities. However, with the gradual development of internationalisation, we can also expect students of the programme to engage in partial international activities in the future, especially if they are interested in pursuing further doctoral studies.

In the years under review, one student (in 2019) was awarded for their outstanding thesis (second place). In the same year, another student was awarded for their outstanding academic performance.

12. *Evaluate the system of internships, practical training and placements of students on the evaluated study programme. Indicate any innovations that have taken place in the last reporting period.*

Neither internships nor placements are actively offered in this programme, nor is there a specialised course focused on internships (unlike the Czech version of the programme). As the study is in English, the scope for internships and placements is very limited due to the low number of foreign companies where English is the language of choice and where knowledge of Czech is not required. Students therefore acquire practical skills exclusively through hands-on learning during the programme's courses, such as Seminar in Microeconomics and Macroeconomics, Consultancy Project, Business Research, Corporate Finance, International Marketing, Operations Research, ERP, etc.

Examples of practical teaching include SIKA, with which it was possible to create a case study for students on the topic of acquisitions of a multinational company or a practical example for teaching international negotiations. Representatives of the company now also run an independent course called Consultancy Project. One of the courses is also being taught by a visiting professor from the University of St. Thomas, Houston.

13. *Identify the main external partners on the Degree Programme (professional organisations, employers, internship providers, etc.) and evaluate the process of establishing and maintaining relationships with them. Evaluate the extent and possibilities of involving practitioners in teaching in relation to the focus and profile of the Degree Programme.*

The main external partners of the AIMA course are Y Soft, Zebra Technologies and SIKA, whereby cooperation on teaching is the main focus - creating case studies and direct teaching. The process of creating relationships with partners is long-term. This takes place through their partial involvement in teaching - for example, in the form of a conversation or discussion during a lecture as a supplement to the material discussed - followed by the identification of more

thematic areas on which cooperation can be built. Examples include the company SIKA, with whom it was possible to create a case study for students on the topic of the acquisition of a multinational company or a practical example for teaching international negotiations.

The extent of the involvement of external experts varies across courses, but tends to be lower (especially with regards to the language barrier). Positive exceptions are the cooperation with SIKA and the external expert from the University of Houston (see previous point). This is done in direct relation to the topics being discussed so that the teacher ensures that the students make a clear connection between the theory being discussed and practical examples, with particular emphasis placed on the context in which the external partner is operating.

14. Assess the accessibility of the programme for people with specific needs:[1]
a) if the programme being evaluated requires a specific skill that you consider to be a serious barrier for a group of persons with disabilities, please specify the skill(s);
b) the Universal Educational Design Standards require that the physical learning environment complies with Decree 398/2009, the virtual environment complies with the accessibility rules of Act 365/2000. If you are aware of any risks that the programme has in this area, please indicate them;
c) is the study programme prepared beyond the universal design so that the learning environment is adequately adapted to the individual needs of people with specific needs? If you are aware of any risks that the programme has in this area, please indicate them:

The programme does not require any specific skill that would pose a serious barrier for any group of people with disabilities. In this respect, credit should be given to the Teiresiás Centre for assisting students with specific needs.

The physical and virtual environments are compliant with all relevant regulations as part of the Universal Educational Design Standards and I am not aware of any risks in this area.

Considering that the programme does not require any specific requirements (with respect to persons with disabilities), the universal design environment meets the legal standards. Moreover, the Teiresiás Centre assists the faculty in implementing the programme in this regard (e.g. by providing note takers for lectures and tutorials, assisting students in moving around the faculty and classroom, etc.). I am therefore not aware of any risk.

Part III

Staffing

(Supporting documentation on staffing from the IS MU)

15. Evaluate the development and current structure of academic staff by number and age with regards to future Degree Programme staffing.

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[1] Regarding the evaluation, please also consult the Teiresiás Centre, whose task it is to verify the learning environment's accessibility and provide the necessary individual technological adaptations.

When comparing the number and structure of academic staff in 2018 and 2022, it is clear that there has been a significant strengthening of associate professor positions (especially in the 36-55 age category). At the same time, there has been an increase in the number of assistant professors (in the same age category). The increase in the number of assistant professors has been mainly due to the increase in the qualifications of existing assistant professors, which I consider a positive development. However, the number of assistant professors was not affected due to the higher number of successful doctoral graduates and the recruitment of new staff outside the ESF. The number of professors has increased slightly, but their age has decreased significantly. The number of lecturers has increased, especially in the 36-55 age group. The number of non-academic staff has fallen to zero.

Current structure of the programme's academic staff

Position	Up to 35 years	36 — 55 years	56 — 70 years	71 years and more
Professor	0	2	0	0
Associate professor	0	9	1	0
Assistant professor	4	10	0	1
Lecturer	0	3	1	0

Structure of the programme's academic staff in 2018

Pracovní pozice	Do 35 let	36-55 let	56-70 let	71 a více let
Profesor	0	0	0	1
Docent	1	5	0	0
Odborný asistent	2	6	1	0
Asistent	2	1	0	0
Lektor	0	1	0	0
Jiná (není akademický pracovník)	1	0	1	0

The assurance of the study programme can therefore be assessed as very good; it is evident that the situation has improved over the years. The age structure can be considered balanced. With regards to the position of professor, of which there are only two, the situation can only be deemed satisfactory. However, with one professorship already in progress, the situation is expected to improve in this area. The increase in the number of lecturer posts is related to the higher degree of specialisation of the staff of the department and the faculty. This should lead (and in some cases already has led) to an improvement in the pedagogical work of lecturers, as well as that of other academic staff (with exception to science and research), since lecturers reduce the teaching load of other academic staff.

If, in the future, the quality of personnel selection therefore ensures a sufficient number of assistant professors able (as in the evaluation period) to successfully complete the habilitation procedure and, at the same time, (at least some) associate professors able to successfully pass the appointment procedure, then quality staffing of the programme in the future (including age balance) should also be ensured, or at least the same or better quality and balance of staffing (especially regarding professor positions) can be expected.

16. Evaluate the contribution of foreign experts to teaching in the Degree Programme.

Out of the total number of 31 teaching staff, there are 9 foreign staff (5 of them from the Slovak Republic), which is 29% (12.9% outside Slovakia). In the 2018 evaluation, this share was 31.8%. Although there has been a slight decrease in the involvement of foreign staff, their share remains relatively high (despite the significant increase in the total number of teaching staff from 22 to 31). By making future tenders exclusively international (from Spring 2023 exclusively in English), we expect that not only the number, but especially the share of foreign staff will increase. The future promise is the presence of foreign post-docs both at the faculty and the department, who may also act as teaching staff in the future.

17. Comment on the current state of the number of theses supervised by one academic.

The highest number of supervised theses in the programme is 17 (the lowest is 0). The number of staff currently supervising more than 10 theses is 10 (32.3% of the total number of staff). Admittedly, this does not look good at first sight. However, the workload of thesis supervisors is much higher (about twice as much), as they also supervise final theses in Bachelor's degree programmes (a similar amount as in this programme). However, the structure of the thesis examination (see above) was changed during the evaluation period, which has also been reflected in the length of thesis supervision. Due to the implementation of the Diploma Thesis course, the supervision of students has been extended from two to three semesters. As a result, the number of supervised theses has increased, with the increase not only being optical (the supervision of theses in the first semester is not as demanding as in the remaining two semesters, but requires a certain amount of work). The situation is therefore (in comparison with the previous evaluation) similar and stable, but still not very satisfactory. Due to the size of the programme (with respect to the number of students), the staff of the department is one of the busiest in the faculty. In recent years, however, it has also been possible to shift the workload in the form of thesis supervision to staff of other departments (within the framework of interdepartmental cooperation) or to external collaborators. In other words, a slight improvement of the current situation can be expected in the future.

Part IV

Internationalisation

(Supporting documents: Export of statistical data on the Degree Programme, management data in the IS)

18. *Evaluate the international dimension of the Degree Programme:*
    a) *the structure of offers from partner universities at which students of the programme can undertake a study abroad or internship;*
    b) *the evolution of student mobility and their interest in participating in study abroad (including identification of possible barriers to mobility);*
    c) *the space devoted to learning in a foreign language within the curriculum (including teaching in a foreign language, learning a foreign language, as well as compulsory foreign language literature, etc.).*

The structure of the offer of partner universities is rich. The faculty has agreements with more than 70 universities and colleges from all over the world (6 of them rated as TOP) in the ERASMUS programme and 20 in the CEEPUS programme. The students mainly went to Western universities, mostly to Spain, Germany, France, Portugal and Great Britain, but also to the Republic of Korea. The opportunities for students to undertake a placement or internship abroad are therefore very high because the number of currently available places is quite high. The situation on the supply side regarding foreign placements for students is therefore very good. However, given that foreign students almost exclusively study this programme, the question is whether foreign internships make sense for such students. This is also one of the reasons why the number of such placements in the programme is relatively low.

The interest in participating in foreign study placements is very low, which is due to the fact that studying the programme is a foreign study placement for foreigners. The trend towards lower mobility is therefore slowing, although this may be due to the lower number of students who started their studies in 2020. In the years under review, 5 students went to France, 2 each to Spain, Germany and Portugal, and 1 each to the UK and the Republic of Korea.

Number of students on foreign study stays

Typ výjezdu	Počty výjezdů			
	2022	2021	2020	2019
Erasmus		1	10	1
rozv. projekt MŠMT	1			

Due to the fact that this is a study programme in English, all subjects are taught in English, all study materials are in English, and all recommended literature for the study of individual subjects is also in English. Due to the fact that this is a foreign language study programme, no special space is dedicated to the teaching of foreign languages as in the Czech version of the study programme.

Part V

SWOT Analysis and Draft Development Plan
for the Degree Programme

19. Formulate the strengths and weaknesses of the Degree Programme, as well as the opportunities and threats to its implementation.

Internal Strengths	Internal Weaknesses
Sophistication of the programme curriculum Two specialised blocks within the study programme Breadth of expertise of teaching staff Existence of a previous Bachelor's degree Existence of a follow-up doctoral programme Provision of quality teaching aids Modern technical equipment in classrooms and workplaces Age structure of academics (including structure of academic qualifications) Size of the study programme	Degree of optionality within the study programme Breadth of knowledge acquired by graduates Low take-up of international travel opportunities Weak relations with companies Number of theses supervised by the staff of the supervising department
External Opportunities	**External Threats**
Economic growth in the Czech Republic Change in the financing of universities Prestige of Masaryk University Faculty and MU facilities Growing interest in cooperation between companies and universities Demand for graduates who can connect knowledge from different scientific fields and engage logical and critical thinking Contract research Funding sources (grants) outside the state budget	Lower interest in the study of Business Economics and Management Interest in the study of potential applicants mainly from less developed Asian countries State budget deficit Decline of the Czech economy Change in financing of universities A large number of similarly profiled fields of study at other universities Decrease in knowledge of potential applicants

20. Evaluate how the development plan from the previous 5-year period has been implemented so far. If necessary, comment on the steps taken outside the development plan. In case of non-fulfilment of certain parts of the plan, justify the strategy chosen.

The assessment of the implementation of the development plan is based on Annex 1. It can be concluded that the objective of maintaining and developing this study programme for dozens of applicants has been met, as evidenced by the fact that the programme is currently at maximum capacity, with approximately 60 students enrolled in 2022. The permeability of the programme with the follow-up doctoral programme is assured, with interest in the relevant doctoral programme in English on the rise, i.e. students are currently mainly enrolled in this programme. This may serve as motivation for students to study this particular follow-up Master's programme.

Compared to the situation in the Czech version of the programme, cooperation with companies is developing more slowly. However, even in this programme, there are already

subjects being taught in cooperation with companies or with the use of external and foreign collaborators. Communication with graduates and companies is gradually intensifying despite the smaller size of the programme (compared to the Czech variant, i.e. fewer graduates) and the smaller number of companies that employ or can employ these graduates due to the language barrier. This is also the reason why no substantial change has been made to the programme so far, although this cannot be ruled out in the future (especially within the context of the substantial change made to the Czech version of the programme).

Communication with companies takes place on one of two levels. Firstly, at the level of individual meetings between academic staff and representatives of companies. Secondly, at the faculty level, through regular surveys conducted among companies and graduates to determine satisfaction with the implemented study programme, for the identification of required knowledge and skills, as well as regarding content changes to courses or the study programme. These surveys are one of the impetuses for making changes to the programme, thereby bringing the contents thereof closer to the requirements of companies and graduates.

It has been possible to continuously improve the expertise of academic staff, especially at the level of assistant professors; through successful completion of doctoral studies in the follow-up doctoral programme. Three habilitations of the Department's staff were also conducted in the period under review, which had a positive impact on their age and qualification structure. Reserves therefore remain, especially in the appointment procedures. Due to the fact that the Department has already managed to recruit two foreign post-docs, there is a great chance for further improvement of the qualification structure in the future, but also for increasing the internationalisation of the studies (in terms of increasing the number of courses taught by foreign experts).

21. *Based on the results of the SWOT analysis and the outcomes of the self-evaluation, outline the objectives for the development of the Degree Programme in the next period.*

Degree Programme development objective (what)	Measures leading to the objective (how)	Measure implementation, year or cycle (when)
Improving the quality of applicants admitted to the programme.	Modification of the admissions procedure or inclusion of examination in the admissions procedure.	2022-2023
Continue conducting surveys among partners (companies) and students (graduates).	On the basis of the developed questionnaires, to identify two groups of respondents (companies and graduates), to determine the accuracy of the direction of the study programme, or the accuracy of the concept of the programme and courses in terms of the	2022 and beyond

	required and acquired competences.	
Preparation of the international accreditation of the Master's degree programme in Business Management in English.	Creation of a team to manage the accreditation process at the faculty level. Communication and participation in the development of the accreditation documents so that all the prescribed conditions for accreditation are met within the programmes.	2022-2023
Establishing a system of communication with programme graduates.	Initiate steps to establish an alumni club at the university level.	2022 and beyond
Strengthen relationships with companies	Strengthen faculty support and collaboration with companies to increase employment opportunities for English-speaking students.	2023 and beyond

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Annex 1: Study programme development intentions from the 2018 programme evaluation report

Záměrem rozvoje studijního programu Business Management je především udržet a dále rozvíjet tento studijní program v současné podobě pro řádově desítky studentů. Pro záměr rozvoje studijního programu, je důležitý primárně záměr rozvoje studijního programu Podniková ekonomika a management vyučovaného v českém jazyce. V rámci diskuse se zřetelem na rozvoj studijního programu Business Management je kladen důraz na prostupnost návaznosti do doktorského studia.

Nejen v souvislosti se smluvním výzkumem, ale i sledováním zpětné vazby na změny v programu je nutné zlepšit a zintenzivnit komunikaci s podniky ve smyslu průběžného a trvalého zjišťování co od absolventů (znalosti, dovednosti) požadují, aby bylo možno správně upravovat profil absolventa a obsah výuky ve smyslu hlubší specializace studia včetně výběru správných (žádaných) specializací (specializovaných pracovníků).

Průběžně je nutné zvyšovat odbornost akademických pracovníků ať už ve formě absolventů doktorského studia nebo habilitací a především profesorských řízení. Je reálné zajistit úspěšné ukončení jednoho až dvou studentů doktorského studia ročně. Cílem je v následujících třech letech docílit alespoň dvou úspěšných habilitací pracovníků katedry a alespoň jednoho úspěšného profesorského řízení. To by dále zvýšilo prestiž nejen univerzity a fakulty ale hlavně programu a katedry. Dosažení uvedených cílů pak posílí nejen strukturu akademických kvalifikací na katedře, ale také strukturu věkovou, neboť umožní širší uplatnění věkově mladších pracovníků.