

**MUNI**

# **Self-assessment Report of a Degree Programme Regional Development and Tourism**

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*Establishing the new Master's degree programme*

## Basic Information

### ***What is a self-assessment report?***

A self-assessment report is a central tool of the degree programme internal evaluation and a part of the MU quality assurance system. It is applied in the proposal stage of the degree programme even before its establishing, and then periodically during its implementation, at least every five years. The objective of the self-assessment report is to evaluate the fulfilment of the MU programmes of study quality standards, annexed to the Masaryk University Degree Programme Quality Approval, Management and Evaluation Regulations.

### ***Who processes the self-assessment report?***

A degree programme guarantor, who is the key person for realization, evaluation and development of the degree programme, is responsible for processing of the self-assessment report. Other academic staff involved in the implementation of the degree programme (guarantors of courses, teachers), as well as heads of departments in which the degree programme is to be realized may participate in the preparation and processing of the self-assessment reports.

### ***What is the objective of the self-assessment report?***

A self-assessment provides the degree programme guarantor with the opportunity to reflect on the actual implementation of the programme in its key areas: curriculum content and structure, curriculum establishing, teaching, study conditions, organizational arrangement, and staffing. Therefore, the self-assessment allows to deal with possible innovations in curriculum establishing, curriculum follow-up, or to reveal overlaps in study courses, or gaps where the intended learning outcomes are not sufficiently taken into account in the composition and offer of courses. Simultaneously, the self-assessment report sets the degree programme in context with the whole MU study offer, respecting all key strategic documents.

### ***What is the content of the self-assessment report?***

The report describes and reflects the key areas of the degree programme implementation in the reference period. The self-assessment report and other sources intertwine, complement and refer to each other; together they form a complete document containing both quantitative data and their qualitative evaluation and interpretation. The processor of the report may provide additional data they consider relevant for each of the evaluated sections.

### ***How to approach the processing of the self-assessment report?***

As a whole, the self-assessment report should be open and reflexive. Evaluation texts based on open and constructive critique are a prerequisite for formative evaluation results and effective recommendations for further development of the curriculum.

### ***The self-assessment report is also evaluated with regard to the:***

- a) characteristics of the degree programme;
- b) staff records of the academic staff involved in the implementation of the degree programme;
- c) study plan and the recommended study schedule;
- d) characteristics of the study courses;

### ***Where to find more information?***

- Contact the quality coordinator at the appropriate faculty
- Visit the [Board of Internal Evaluation](#) website

## Identification of the Proposed Degree Programme

NAME: Regional Development and Tourism

Type: M: Master's

Profile: Academic

Form: Full-time

Language: English

Faculty<sup>1</sup>: ECON: Faculty of Economics and Administration

### Part I Specification of the Degree Programme

Standard 1. A degree programme has a clearly defined degree programme specification and exists in accordance with the MU strategic plan.

*Sources/Data: Sources/Data: Characteristics of the degree programme, MU Strategic Plan, Faculty Strategic Plan*

- 1.1. *Assess the consistency of the proposed degree programme with the Masaryk University Strategic Plan and the long-term intention of the relevant faculty, or more precisely with the objective of further developing the educational activities in the field of education concerned*

The study programme Regional Development and Tourism is created in full accordance with the Strategic Plan of Masaryk University and the Strategic Plan of the Faculty of Economics and Administration.

The Strategic Plan of Masaryk University 2021-2028 in the area of Teaching and Education contains goal 1.5 Perceive and further strengthen internationalisation as an integral part of the degree programmes, curriculum, content and forms of teaching and services provided at all faculties of the university. The new study programme contributes to the fulfilment of this goal.

The strategic Plan of the Faculty of Economics and Administration 2021 in its 1<sup>st</sup> strategic priority (Quality and Attractive Education) define the strategic goal 1.7 Increase the attractiveness of study programmes in a foreign language, The proposed study programme is fully in line with this goal.

Standard 2. Degree programme learning outcomes are in accordance with the type, profile and objectives of a degree programme and are based on current developments in the relevant field of education.

*Sources/Data: Characteristics of the degree programme; Government Regulation on Fields of Education in Higher Education (275/2016 Coll.)*

- 2.1. *Structure and focus of the proposed degree programme reflect the current development in the fields of education concerned.*

Yes, they reflect, because:

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<sup>1</sup> The future authorization holder to complete the degree programme

- Curriculum and the recommended study literature are based on the current state of knowledge and reflect the trends in the discipline concerned
- Members of the academic staff of the degree programme perform relevant creative activity in the scientific discipline concerned (see question 12.4.)

**Standard 3.** A degree programme, with respect to its type and profile, features a clearly structured study plan(s) which allows for the achievement of planned learning outcomes and constitutes a logical whole.

*Sources/Data: Characteristics of the degree programme; characteristics of the courses*

3. 1. Please assign and evaluate in the table below the completion of the learning outcomes of the proposed degree programme by individual study plan on the following scale: "Completely - Partially - Unrelated" (Only the initial letters C - P - U can be used)<sup>2</sup>. Please comment on any overlapping curriculum. If the degree programme contains only one type of curriculum, it meets all learning outcomes, i.e. the table shall not be filled.

#		Single-subject studies
1	Explain and apply spatial features and methodological procedures used in regional economics and related disciplines.	C
2	Participate in creating development concepts, strategies and projects at the regional, national or transnational (e.g., European Union) levels.	C
3	Evaluate the importance and potential benefits of individual instruments of regional policy (with emphasis on the EU cohesion policy), innovation policy and tourism policy at regional, national and transnational levels.	C
4	Apply the acquired knowledge in the management and marketing of tourism and other fields with strong links to the spatial dimension of business.	C
5	Process applications for project support from national and transnational public sources.	C
6	Reflect the environmental aspects of sustainable (regional) development thanks to the knowledge of global environmental problems and the potential negative impacts of development projects and tourism.	C
7	Communicate with experts from related disciplines (e.g., public economics, business management, spatial planning, sociology and ecology).	C

\* Add or remove rows and columns as needed.

Comment:

Graduates of the program will acquire competencies that will enable them to pursue their careers in both public and private institutions, from the local to the transnational level. Potential work opportunities include more demanding professional positions in state or territorial administration and self-government, regional development and tourism consultants (e.g., in development companies and agencies), project and destination managers, or investment analyst and consultant positions.

<sup>2</sup>All types of study plans do not necessarily lead to the same learning outcomes. For example, specialization shall lead to a specific output or learning outcomes. On the other hand, a secondary curriculum (minor) does not lead to learning outcomes in the same extent as the major curriculum (maior) or a single-subject curriculum.

3.2. *The ratio of direct education and self-study corresponds to the type, form and profile of the proposed degree programme*

Yes, the ratio of teaching and self-study corresponds to the type, form and profile of the proposed programme of study because:

- it enables to meet the study objectives
- students of the proposed degree programme shall be able to achieve the learning outcomes
- in case of a combined form, at least 80 hours per semester is devoted to direct education<sup>3</sup>

3.3. *Evaluate how much space in the curriculum of the proposed degree programme is reserved to studying in a foreign language (include teaching in a foreign language and of a foreign language, as well as, for example, compulsory foreign-language literature, etc.).*

The proposed study programme will be taught in English, and therefore all lectures and seminars within compulsory courses and all study materials will be in English. Students can choose optional courses in other languages.

3.4. *If the proposed degree programme contains a major (maior) and a secondary (minor) curriculum, indicate the appropriate combinations with major and secondary study plan included in other programmes of study.*

The proposed study programme includes neither the major, nor the minor study plan.

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<sup>3</sup> In the combined form of study, at least 80 hours per semester is devoted to direct teaching, with the exception of the last semester (Government Regulation No. 274/2016 Coll., On Standards for Accreditation in Higher Education).

## Part II

### Teaching, Learning and Evaluation

Standard 4. Course objectives, study load, methods and assessment correspond to expected learning outcomes.

4. 1. *Evaluate the predominant teaching / learning methods and evaluation methods to the intended learning outcomes.*

The proposed programme will be a full-time study programme with regular instruction in the form of lectures and seminars. Different teaching methods are used, incl. frontal teaching, individual and team case studies, consultations, written papers and their oral presentation with subsequent discussion and formative feedback.

E-learning will be used in most courses. Students will be provided with study materials and other relevant sources via the Information system of Masaryk University (is.muni.cz). In individual courses, various forms of e-learning instruments will be used – e.g. interactive syllabi, self-evaluation (ROPOT - Revision, Opinion Poll and Testing), peer assessment, videos and other multimedia materials.

Practical training is not mandatory but recommended elective option facilitated by the faculty with the aim to apply the acquired knowledge related to the programme contents and to develop the necessary practical skills fulfilling the profile of a future graduate.

Evaluation methods will include written final and mid-term exams, oral exams, evaluation of seminar papers, defence of diploma theses, teaching feedback and consultations.

#	Learning outcomes	Predominant teaching methods	Evaluation methods
1	Knowledge enabling to explain and apply spatial features and methodological procedures used in regional economics and related disciplines.	lectures, seminars	written and oral exams
2	Ability to participate in creating development concepts, strategies and projects at the regional, national or transnational (e.g., European Union) levels.	lectures, seminars, case studies	written exams, defence of seminar papers
3	Knowledge to evaluate the importance and potential benefits of individual instruments of regional policy (with emphasis on the EU cohesion policy), innovation policy and tourism policy at regional, national and transnational levels.	lectures, seminars, case studies	written exams, defence of seminar papers
4	Ability to apply the acquired knowledge in the management and marketing of tourism and other fields with strong links to the spatial dimension of business.	lectures, seminars	written exams, defence of seminar papers, teaching feedback
5	Skill of processing applications for project support from national and transnational public sources.	lectures, seminars, case studies	written and oral exams, defence of seminar papers, teaching feedback
6	Capability to reflect the environmental aspects of sustainable (regional) development thanks to the knowledge of global environmental problems and the potential negative impacts of development projects and tourism.	lectures, seminars	written and oral exams, defence of seminar papers

#	Learning outcomes	Predominant teaching methods	Evaluation methods
7	Professional knowledge enabling communication with experts from related disciplines (e.g., public economics, business management, spatial planning, sociology and ecology).	lectures, seminars, consultations	defence of seminar papers and diploma theses

4. 2. In the following table, assign to the profile core courses of the proposed degree programme (profile core courses<sup>4</sup> and fundamental theoretical profile core courses<sup>5</sup>) that part of the final state exam testing the achievement of knowledge and skills of the course, and the related learning outcomes of the degree programme (fill in for each curriculum separately).

#	Profile core courses	FSE	Final thesis	Learning outcome <sup>6</sup>
1	Spatial Economy (Z)	X		1, 2, 6, 7
2	Qualitative and Quantitative Research Methods (P)	X		1, 3
3	Microeconomics 2 (Z)	X		4, 7
4	International Tourism (P)	X		4, 6
5	Tourism Destination and Regional Management (P)	X		2, 3, 4
6	Regional and Innovation Policy (P)	X		2, 3
7	Macroeconomics 2 (Z)	X		2, 7
8	Project Management (P)	X		2, 5, 7
9	Tourism Sustainability and Climate Change (P)	X		6, 7
10	Diploma Thesis Assignment		X	1 - 7
11	Diploma Seminar 1		X	1 - 7
12	Diploma Seminar 2		X	1 - 7

\* Add or remove rows and columns as needed.

Standard 5. With respect to teaching forms and methods utilized during the course of a degree programme, students are provided with access to teaching materials as well as electronic and other study resources.

Sources/Data:

The study is supported by the university e-learning system (LMS), which is a combination of administrative and e-learning applications provided by LMS IS MU. The e-learning platform at the Faculty of Economics and Administration was established and tested by the Faculty's internal staff with the support of the Transformation and Development Programmes of the Ministry of Education, Youth and Sports of the Czech Republic and European grant projects Socrates – Grundig, and

<sup>4</sup> **Profile core courses (P):** Required or obligatory-optional course, the completion of which the student acquires the knowledge or skills essential to achieving the programme of study learning outcomes. The content of these subjects is included in the final state exam.

<sup>5</sup> **Fundamental theoretical profile core course (Z):** A subset of profile core courses of such importance for the graduate's profile completion that it constitutes the core of all programmes' study plans.

<sup>6</sup> Number the learning outcome according to the table attached to question 4.1.

particularly the Education for Competitiveness Operational Programme “Innovation of Bachelor's and Master's Degree Programmes at the Faculty of Economics and Administration of MU” (CZ.1.07/2.2.00/07.0447). For each course, the LMS introduces a special page, which displays current information related to the course, teaching and supplementary materials, and links to an online video transmission of lectures and tutorials, or to an offline video archive of lectures and presentations.

5. 1. *Describe the innovative and interactive elements in teaching (e.g. video recordings, online education) and evaluate how they shall contribute to achieving the planned learning outcomes of the proposed degree programme<sup>7</sup>.*

The proposed study programme will primarily use the following innovative forms of teaching: e-learning support using interactive course syllabus in IS MU, video recordings of selected tutorials that students can watch online and offline, case-studies, work in groups, online environment using the potential of discussion forums in IS MU. These will be supplemented by other relevant electronic resources and databases, including those available at the Masaryk University (the complete list is available here: <https://ezdroje.muni.cz/prehled/index.php?lang=cs&type=fakulty&fids=7>).

**Standard 6. Based on type and profile, a degree programme enables students to engage in scientific projects, grants and other creative activities.**

*Sources/Data:*

6. 1. *State the scientific research activities involving students (e.g. laboratory, clinical work, etc.).*

The main research activities in which students participate are mainly gaining information from primary and administrative sources, data processing and review of scientific literature. These activities can be performed as desk research or field research.

6. 2. *State grants or other ways of funding for the proposed degree programme creative activities that have been / are being realized with the participation of students. Describe the possibilities and forms of motivation for student involvement.*

Students can be involved in specific research projects. These projects are thematically related to their diploma theses and thus enable them to process the diploma thesis in higher quality. Motivation for students is also the opportunity to try out scientific work and consider their interest in PhD. studies.

**Standard 7. Based on type and profile, a degree programme cooperates with the application sector and regularly evaluates all such activities.**

*Sources/Data:*

7. 1. *Evaluate the intended system of practical trainings, practical lessons and student internships of the proposed degree programme.*

Internship and practical training will not be included in the compulsory part of the curriculum, although students will be eligible to participate in such activities if they choose so within the elective part of their curriculum.

The proposed study programme respects the Government Regulation No. 274/2016 Coll., requirements on Standards for Accreditation in Higher Education. Practical experience and internship

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<sup>7</sup> Innovative forms of teaching are, for example: e-learning support, video lectures, real-life simulation teaching, outdoor training/excursions, case-study, group work, flipped learning, online environment (e.g. chat, forum, groups, blogs), and more.



are not mandatory but elective part of the studies. A system is in place at the faculty level to facilitate student's practical experience. Students can opt for internship from amongst a list of faculty partners or suggest a new partner and internship position of their choice (which has to be approved). Foreign internships are institutionally supported mainly through the Erasmus+ programme.

Furthermore, a number of diploma theses are expected to have the form of case studies processed with partners from practical sphere (various partners from the area of regional development and tourism – public organizations, development agencies, private companies). Thesis supervisors also have this experience from a similar programme taught in Czech.

*7.2. Identify the main external partners of the proposed degree programme (professional organizations, employers, providers of internships, etc.), and evaluate the process of creating and maintaining the relationships with them.*

The main external partners include the City of Brno, Regional Authority of the South Moravian Region, the Brno Regional Chamber of Commerce, the South Moravian Innovation Center, the Ministry for Regional Development, CzechTourism and the Tourist Authority – South Moravia, with whom we keep permanent contacts through individual employees of the Department of Regional Economics Administration (KRES) and the graduates of the field in question employed here, as well as the cooperation in diploma theses.

*7.3. Evaluate the scope and possibilities of engaging practitioners in teaching with regard to the focus and profile of the proposed degree programme.*

The proposed programme expects only the occasional involvement of experts from practice in teaching. Their involvement can take the form of thematically focused lectures or excursions. They can also participate in the processing and evaluation of diploma theses.

*7.4. Evaluate how the content of internships or practical lessons shall contribute to the fulfilment of the proposed degree programme learning outcomes.*

It is expected that any internship and practical training will lead to several main objectives:

- to familiarize with the potential employer environment,
- to apply of theoretical knowledge,
- to verifying the level of knowledge acquired and apply it in the real world, and
- to acquire important professional and soft skills through practice and communications with experts.

At the same time, it can help students to choose their topic of the diploma thesis and / or allow them to work on it. Cooperation with the practical sphere will also help students to better clarify their ideas and wishes about the future job.

#### **Standard 8. Student evaluation is based on transparent, objective and predetermined criteria.**

Students are evaluated in accordance with the Study and Examination Regulations of Masaryk University. Students are graded according to the ECTS classification scale. Classification is recorded in the MU Information System. Assessment and grading criteria are given in the assessment methods section of syllabus for each individual course.

**Standard 9. Students are provided with feedback during the course of their studies, which enables them to improve and achieve planned learning outcomes.**

9. 1. *Describe and evaluate in what form and how the feedback shall be provided to students during their studies in the proposed degree programme. This is usually feedback on course level. Focus primarily on evaluating the formative feedback.*

In general, feedback is provided to students by course guarantors or teachers (with emphasis on formative feedback) and the results of course opinion polls for students are regularly evaluated (if necessary, the comments of students are discussed between the head of the department and individual teachers).

Feedback is provided to students regularly and various forms:

- teachers regularly provide feedback during lectures and seminars where students are encouraged to ask questions or raise issues of different kinds.
- students can also receive feedback from other students during the seminars, for example within the defence of seminar papers.
- students are encouraged to schedule individual consultations during office hours, which are obligatory to be published by all academic staff through their personal pages in the MU Information System.
- students are also able to communicate with teachers (and other students) through IS MU discussion forums, where teachers answer questions and try to engage even when students ask among themselves for details related to teaching.

The feedback is usually focused at:

- providing additional explanations / clarifications related to the course matter;
- providing regular throughout the course feedback on individual student's / team's performance and show where and how it is possible to improve. Encouragement and motivation to improve is an important part of this kind of feedback provided;
- facilitating individual help and / or further collaboration between individual students and teachers. This allows for individual approach to students from both end of the spectrum: struggling students in need of individual approach to help them pass a course successfully, as well as talented and motivated students who seek greater.

**Standard 10. Challenges and higher levels of achievement. Students are provided with high-quality support regardless of social or health-related impairments.**

Masaryk University strives to provide access to study to all people regardless of their health or social limitations. The Centre for Assistance to Students with Special Needs (Teiresias Centre) of the university facilitates the accessibility of necessary study supports and study information to students with sensory or other disabilities, for example, through compensation software for people with disabilities, publishing tactile literature or recording video documents in sign language.

In order to achieve general accessibility of education in the implemented study programmes, MU also carries out counselling activities aimed at specific target groups at risk of social exclusion. Designated stipend support for vulnerable target groups is available, too.

### Part III

## Staffing and Creative Activities

Standard 11. Personnel correspond to degree programme type and profile as well as requirements for academic employee quality and expertise.

The study programme is ensured by academic staff with the necessary professional qualifications in the form of pedagogical experience and research results.

Standard 12. MU implements creative activities in a given educational area with regard to the type and profile of the implemented degree programme.

12. 1. *Evaluate the structure of the academic staff according to their number and age with regard to the staffing of the proposed degree programme for the future.*

Currently, 24 academics of the Faculty of Economics and Administration (guarantors, teachers and instructors, supervisors of final theses) are involved in the teaching of courses. In terms of age, it is a relatively balanced structure, where a substantial part of teachers are middle-aged people (36-55 years). A clear trend in recent years is the reduction in the average age of the most qualified academic staff (associate professors and professors).

Academic position	Below 35 years	36–55 years	56–70 years	71 and more years	Total
Professor	0	1	0	1	2
Associate professor	0	6	1	0	7
Assistant professor	4	7	0	0	11
Assistant	1	0	0	0	1
Lector	0	3	0	0	3
Total	5	17	1	1	24

The guaranteeing department of the programme is the Department of Regional Economics and Administration. The dominant part of the staff of this department is in the age group from 30 to 50 years. A substantial part of the teaching will be provided by this department, but other departments will be involved as well. The supervisors of diploma theses will be mainly employees of the guaranteeing department.

12. 2. *Evaluate the arrangement of the profile core courses teaching of the proposed degree programme with regard to the qualification of the academic staff and the number of students the teaching is provided to (number of obligatory courses taught by professors and lecturers, internal / external teachers and practitioners, etc.).<sup>8</sup>*

The key courses will be ensured by the Department of Regional Economics and Administration (DREA). Other departments will also be involved in this programme and they will deliver the courses that currently exist.

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<sup>8</sup>Guarantors of the **fundamental theoretical profile core courses** play a significant role in teaching (e.g. supervise lectures). In addition, they shall be lecturers or professors in Master's degree programmes; they shall have at least a Ph.D. or CSc. degree in Bachelor's degree programmes.

The guarantors of the **profile core courses** are sufficiently involved in teaching in Master's degree programmes and shall have at least a Ph.D. or CSc. degree.

Department of Regional Economics and Administration has an adequate nucleus for delivering the suggested programme (in terms of both research and teaching experience). In addition to courses related to the elaboration of diploma theses, DREA will guarantee seven courses. The core teachers of the four courses will be associate professors and professors. Three courses will be provided by experienced assistant professors. Assistants will be involved only in exceptional cases.

Other departments will guarantee five compulsory courses. Three of them are taught by associate professors and professors. The remaining two are taught by assistant professors and lecturers.

12. 3. *Assess the involvement of foreign experts in teaching in the proposed degree programme.*

The above-mentioned core faculty is expected to be supplemented by international staff so that the full benefits of curricula and class internationalization can be accomplished.

It is expected that academics who come to the faculty for a short stay (e.g., mobility schemes) will be involved. We also expect requested lectures from colleagues from foreign universities, with whom we have long-term cooperation. Postdoc staff can also be involved in teaching.

12. 4. *State the most significant grant projects (at least 5) and publications (at least 5) realized over the last 5 years by the academic staff of the degree programme with regard to the field of education of the degree programme. Any other key creative activities other than grants and publications (e.g. conferences) should be mentioned in the comment.*

#	Name of the grant/project	Source (provider)	Project implementation period
1	Institutionalization of metropolitan cooperation as a factor of increasing the motivation of municipalities to cooperate in metropolitan areas	Technology Agency of the Czech Republic	5/2020 - 4/2022
2	Towards a dynamic knowledge-based business model for open innovations	Czech Science Foundation	1/2020 - 12/2022
3	Spatial interactions and their conceptualization: analysis of selectivity, uncertainty and hierarchy	Czech Science Foundation	1/2020 - 12/2022
4	Socioeconomic analysis for Jihlava city	Jihlava city	12/2020 - 3/2021
5	Creation of research oriented postgraduate study programme Regional Economics	Ministry of Education, Youth and Sports of the CR	4/2017 - 9/2022
6	Spatial uncertainty and fuzzy regional systems: identification, analysis and implications of pulsating functional regions	Czech Science Foundation	1/2016 - 12/2018
7	Evaluation of the fulfillment of the Regional Action Plan for in the South Moravian Region in 2016	South Moravian Region	2/2017 - 3/2017

\* Add rows as needed

Publishing activities (please quote the publication):

1. PROKOP, Viktor, Jan STEJSKAL, Viktorie KLÍMOVÁ a Vladimír ŽÍTEK. The role of foreign technologies and R&D in innovation processes within catching-up CEE countries. PLOS ONE. 2021, roč. 16, 4 (e0250307), s. 1-23. ISSN 1932-6203. doi:10.1371/journal.pone.0250307.
2. STEJSKAL, Jan, Petr HAJEK a Viktor PROKOP. The role of library user preferences in the willingness to read and pay for e-books: case of the Czech Republic. *The Electronic Library*. 2021, 22 s. ISSN 0264-0473. doi:10.1108/EL-01-2021-0001.

3. NOVOTNÁ, Markéta, Helena KUBÍČKOVÁ a Josef KUNC. Outdoor excitement in homeland? Opportunities and threats to balloon tourism in the Czech Republic during the coronavirus outbreak. *Journal of Outdoor Recreation and Tourism*. 2021, roč. 36, č. 100424, s. 1-5. ISSN 2213-0780. doi:10.1016/j.jort.2021.100424.
4. HORNYÁK GREGÁŇOVÁ, Radomíra, Roman VAVREK a Viera PAPCUNOVÁ. Benchmarking and its use in financial analysis of local self-government. *International Journal of Process Management and Benchmarking*. 2021, roč. 11, č. 5, s. "601-619", 18 s. ISSN 1460-6739. doi:10.1504/IJPMB.2021.117334.
5. VAVREK, Roman, Jiří BEČICA, Viera PAPCUNOVÁ, Petra GUNDOVA a Jana MITRIKOVA. Number of Financial Indicators as a Factor of Multi-Criteria Analysis via the TOPSIS Technique: A Municipal Case Study. *Algorithms*. 2021, roč. 14, č. 2, s. 1-16. ISSN 1999-4893. doi:10.3390/a14020064.
6. HALÁMEK, Petr, Radka MATUSZKOVÁ a Michal RADIMSKÝ. Modernisation of Regional Roads Evaluated Using Ex-Post CBA. *Sustainability*. 2021, roč. 13, č. 4, s. 1-20. ISSN 2666-0490. doi:10.3390/su13041849.
7. STRUK, Michal a Eduard BAKOŠ. Long-Term Benefits of Intermunicipal Cooperation for Small Municipalities in Waste Management Provision. *International Journal of Environmental Research and Public Health*. 2021, roč. 18, č. 4, s. 1-16. ISSN 1660-4601. doi:10.3390/ijerph18041449.
8. PAŘIL, Vilém a Dominika TÓTHOVÁ. Assessment of the burden on population due to transport-related air pollution: The Czech core motorway network. *Journal of Cleaner Production*. 2020, roč. 275, n/a, s. 123111-123124. ISSN 0959-6526. doi:10.1016/j.jclepro.2020.123111.
9. KLÍMOVÁ, Viktorie, Vladimír ŽÍTEK a Maria KRÁLOVÁ. How Public R&D Support Affects Research Activity of Enterprises: Evidence from the Czech Republic. *Journal of the Knowledge Economy*. 2020, roč. 11, č. 3, s. 888-907. ISSN 1868-7865. doi:10.1007/s13132-019-0580-2.
10. VITURKA, Milan a Vilém PAŘIL. Evaluation of the effectiveness of high-speed rail projects in the Czech Republic in terms of their integration potential. *GeoScape*. 2020, roč. 14, č. 1, s. 1-10. ISSN 1802-1115. doi:10.2478/geosc-2020-0001.
11. VAVREK, Roman, Viera PAPCUNOVÁ a Juraj TEJ. Evaluation of Financial Management of Towns in relation to Political Cycles using CV-TOPSIS. *Lex localis - journal of local self-government*. 2020, roč. 18, č. 2, s. 231-252. ISSN 1581-5374. doi:10.4335/18.2.231-252(2020).
12. ONDŘEJ, Konečný, Zdeněk ŠILHAN, Markéta CHALOUPKOVÁ a Hana SVOBODOVÁ. Area-based approaches are losing the essence of local targeting: LEADER/CLLD in the Czech Republic. *European Planning Studies*. 2020. ISSN 0965-4313. doi:10.1080/09654313.2020.1764913.
13. KUNC, Josef, Vlastimil REICHEL a Markéta NOVOTNÁ. Modelling Frequency of Visits to the Shopping Centres as a Part of Consumer's Preferences: Case Study from the Czech Republic. *International Journal of Retail & Distribution Management*. 2020, roč. 48, č. 9, s. 985-1002. ISSN 0959-0552. doi:10.1108/IJRDM-04-2019-0130.
14. FRANTÁL, Bohumil, Josef KUNC, Martina JAŇUROVÁ a Tomáš KREJČÍ. Problems of Transforming Military Training Areas in a Post-Communist Space: Local Community Perceptions and Policy Implications. *Transylvanian Review of Administrative Sciences*. 2020, roč. 2020, 59E, s. 40-58. ISSN 1842-2845. doi:10.24193/tras.59E.3.
15. ŽÍTEK, Vladimír a Viktorie KLÍMOVÁ. Regional Resilience Redefinition: Postpandemic Challenge. *Scientific Papers of the University of Pardubice, Series D*. 2020, roč. 28, č. 4, s. 1-10. ISSN 1211-555X. doi:10.46585/sp28041158.

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Comment: In the last five years, the Department of Regional Economics and Administration has published a wide range of publications in scientific journals, monographs and conference proceedings. Only selected publications in journals are listed above.

Other activities: There are two research institutes at the Department of Regional Economics and Administration - the Research Institute for Innovation and the Institute of Tourism. For 25 years, the department has been organizing a rescheduled regionalist conference called the International Colloquium on Regional Sciences. Its outputs are indexed on the Web of Science.

Standard 13. Academic employees are provided with sufficient opportunities for developing their pedagogical and research-related competencies.

*Sources/Data:*

Academic staff responsible for the study programme can benefit from the support of the Centre for the Development of Pedagogical Competences of MU, the aim of the course is to systematically increase the level of competencies of MU's academic staff connected with preparing teaching, its management, the use of new technologies in teaching, student involvement in teaching and their evaluation. At the same time, they can develop language competencies in the form of foreign language courses for professional and academic purposes organised by the MU Language Centre. The MU motivation tool to support academic competencies is to award outstanding pedagogical activities in the form of the Rector's Award for outstanding teachers.

## Part IV Internationalization

Standard 14. A degree programme is involved in international cooperation facilitating both academic and student mobility.

*Sources/Data:*

14. 1. *Assess the structure of partner universities offer where students of the proposed degree programme can realize a foreign study stay or internship. Identify the most important partner universities in terms of learning objectives and learning outcomes of the proposed degree programme.*

Currently, FEA MU has a wide active network of partner universities (<https://www.econ.muni.cz/s-esf-do-sveta/studijni-pobyty-v-zahranici>), where students of the programme can complete one or two semesters of study abroad supported by various scholarship programmes such as Erasmus, Erasmus ICM +, Ceepus, Freemover etc. In total, there are more than 80 European schools; students can choose from around 20 universities outside Europe, too.

14. 2. *Assess the international dimension of the degree programme (e.g. accreditation in cooperation with a foreign institution, joint degree, double / multiple degree, international projects, offer of courses taught by foreign teachers or in foreign languages, etc.).*

The study program is taught in English, and therefore internationalization is obvious from its essence. It is assumed that students of this program will generally be less interested in trips to foreign study stays than students in Czech programs. One of the reasons is that the study itself in the Czech Republic is for them to study abroad.

That is why we consider it important to focus our efforts on improvement to improve "internationalization at home" through two main channels:

- increased involvement of students otherwise studying in the Czech/Slovak language in the "sister" programs. This will be made possible in particular by the fact that the curriculum of this proposed programme in English includes a number of courses with equivalent content to those offered in the Czech language programmes.
- focus attention on involvement of foreign academic staff. This was described in more detail in section 12.3.

## **Part V**

### **Supporting Processes**

**Standard 15. A degree programme is provided with material and financial means necessary for the implementation of high-quality education.**

The study programme is sufficiently materially and financially secured for quality education.

On the faculty level, the main sources of financial support include the allocated budget funds of the Ministry of Education, Youth and Sports of the Czech Republic, with a significant contribution from funds obtained from domestic as well as foreign projects and grants.

The equipment at lecture halls, classrooms and newly created laboratories for experiments and simulations is at the highest level. There are five computer rooms at the faculty. Classrooms are equipped with standard multimedia technology (data projectors, interactive whiteboards). For language teaching, there is a multimedia classroom equipped with standard multimedia technology (data projectors, interactive whiteboards) and a video-conferencing unit for the possibility of recording or transferring teaching. This classroom is also used as a recording studio. All eleven lecture halls and ten seminar rooms are equipped with multimedia technology.

The library collection is continuously supplemented with modern books and textbooks. It contains more than 75,000 books, scripts and research reports on Economics and related disciplines. The collection of magazines represents approximately 100 Czech and foreign printed periodicals. Electronic information resources are accessible in the library on 17 personal computers. Foreign full-text databases are also available (e.g., EBSCO Discovery, EconLit, Euromonitor Passport, OECD iLibrary, ProQuest, JSTOR and many others), economic information, analysis and business information (Patria Plus, Company Monitor, Bloomberg, MagnusWeb), citation registers (Web of Science, Scopus), media database (Anopress IT), collection of e-books (ebrary Academic Complete), ASPI legal system, and many more.

Programme specific costs will be covered through tuition fees raised from students of the proposed study programme.

**Standard 16. Information on a degree programme is comprehensible, up-to-date and publicly available.**

Information concerning the degree programme is obligatorily filled in the IS MU, from which it is automatically projected into the public catalogue of the programmes of study (after granting the degree programme authorization), on the MU web page (<https://www.muni.cz/en/admissions>) or in e-application (in e-application, information is always available with respect to the current course of the admission procedure). It is also possible to publish necessary information on the faculty / department website.

The form and completeness of the degree programme information can be evaluated on the basis of a self-assessment report, containing the following information.



Information regarding	EN	Documented in	Published in
Admission procedure	Yes	Described in article 18.1 of the self-evaluation report	E-application
Degree programme	Yes	Degree programme characteristics	IS MU, Web MU
Course of study	Yes	Curricula	IS MU, Web MU
Practical training	Yes	Degree programme characteristics	IS MU
Final state exam	Yes	Study plan / Curricula characteristics	IS MU
Qualification paper	Yes	Study plan / Curricula characteristics	IS MU

Standard 17. In the case of a degree programme conducted in a foreign language, information on studies and support activities associated with studies are also provided in the relevant foreign language.

Sources/Data:

17. 1. *If the degree programme is realized in a foreign language, evaluate (Yes - No - Irrelevant) whether in the respective language,*

1. teaching staff are adequately equipped with language skills;	Yes
2. study support is processed;	Not yet*
3. advisory services are available;	Yes
4. practical training is arranged;	Irrelevant
5. qualification papers and expert opinions are processed.	Yes

If necessary, please comment on your choice:

\* Study supports are now being prepared and will be available to students at the start of classes.

Standard 18. A degree programme regularly evaluates information which is key to its implementation and works with feedback from relevant entities.

Sources/Data:

18. 1. *Describe the conditions of the admission procedure, requirements and parts of the entrance examination of the proposed degree programme. Evaluate the admission procedure settings in relation to the study objectives.*

The master's degree programme is open to students holding at least a bachelor's or equivalent degree. Students with prior education in related study-fields are usually given priority.

Admission procedure for master's programmes in the English language, has the form of assessment of applications submitted by the candidates. The result of the admission procedure has the form of the ranking of the candidates. The Dean of the Faculty shall decide on the admission of a candidate according to the proposal of the admission committee for studies in a foreign language, which recommends admission of candidates based on the results of the admission procedure.

The aim of the admission procedure is to assess:

- whether the candidate's language competence corresponds to the level at which he / she is able to meet the requirements of the curriculum of the selected study programme (documented by an international certificate, test results by the Ministry of Education, Youth and Sports or a confirmation that their previous studies were in English language);

- the applicant 's previous academic performance as a prerequisite for successful fulfilment of the future study obligations within the study programme (documented by a bachelor's diploma.).
- the motivation of the applicant to study the selected study programme at Masaryk University (documented by a motivation letter – statement of purpose).

#### 18. 2. *Assess the demand for the proposed degree programme's graduates.*

We see a potentially high demand for the programme as proposed. Our analyses identified two main target groups of potential applicants:

- The students who successfully completed their bachelor's degree (in English or in Czech) at the Masaryk University, another Czech university or abroad, and who want to get their master's degree and pursue their professional carrier afterwards. Graduates of this programme can offer their future employers the combination of interdisciplinary knowledge and skills within the domain of regional development and tourism. The demand for this type of professionals is steady and the graduates will be able to find wide spectrum of job offers at public and private organizations, development agencies and EU institutions in the Czech Republic and abroad.
- Students who want to obtain a master's degree and then pursue a PhD. study. At the FEA MU, the doctoral programme Regional Economics is available for these students.

In longer term, after the programme will have been marketed and will have shown at least a short history, we expect the volume of hundreds of applications. Therefore, we expect the demand to be enough to accept and enrol a class of tens of students.

This expectation is based on the following:

1. Our experience we made with our other follow-up master degrees in English.
2. Our analysis of relevant competition in the Czech Republic and abroad. The analysis proved that offer of similar programmes in the Czech Republic is quite poor and there is no other program focused specifically on regional development and tourism. The international analysis revealed that similar programmes are being offered across European space. The foreign programmes usually focus either on regional development only or on tourism only. However, the combination of regional development and tourism is quite unique.
3. Our experience from our participation at study fairs shows significant potential demand for studies at Masaryk university. The main reasons potential applicants expressed for filing an application included:
  - the destination is one major reason (besides the focus of the programme) behind the decision to file an application. Czech Republic and Brno in particular are highly desirable destinations;
  - Masaryk university is a respected public university included in major international rankings;
  - cost level at the Czech Republic is favourable compared to other potential destinations for studies. Moreover, Masaryk university is part of some important funding schemes (e.g., U.S. Federal Loan System) which can provide financial support to students.

## Part VI SWOT Analysis

*Please formulate the strengths and weaknesses of the proposed degree programme, as well as the opportunities and weaknesses of its realization.*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>▪ A unique study programme in terms of its study field (incl. the combination of regional development and tourism)</li> <li>▪ The scope of expertise of core faculty staff</li> <li>▪ Modern technical equipment of classrooms and workplaces</li> <li>▪ Support services for students</li> <li>▪ Brno as an attractive destination</li> <li>▪ For the best students the opportunity to continue in the PhD. study programme Regional Economics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited number of foreign experts involved in teaching.</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>▪ Attraction of students from abroad to study the programme</li> <li>▪ Strengthening cooperation with foreign universities and foreign academics</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insufficient demand</li> <li>▪ Legal barriers (complicated and long visa procedures)</li> </ul>

### Proposal of the Intention of the Degree Programme Development

*Based on the results of the SWOT analysis and the self-assessment outcomes, outline the intention of developing the proposed degree programme.*

This is an optional part of the self-assessment report that allows you to define the topics that should be addressed at the evaluation meeting. The output of the evaluation meeting is the "Intention of the Degree Programme Development". The intention of development can be grasped in a form of a) a word-summarizing comment, or b) in a structured form within the table below.

a) Summarizing comment:

The proposed programme provides students with multidisciplinary theoretical knowledge and practical skills that are necessary for the application of systemic approaches towards optimal management of

societal-territorial structures. The regional development will be perceived with regard to its economic, social and environmental connotations. The study develops the system knowledge necessary for the optimal use of territorial prerequisites with special attention to the implementation of development projects and tourism, which is an increasingly important factor in territorial development in all geographical scales. Students will acquire deeper skills needed to find the procedural interplay of public and private actors of socio-economic development in the region.

b) Intention of the Degree Programme Development

<b><i>Objective of the degree programme development (what)</i></b>	<b><i>Measures leading to the objective (how)</i></b>	<b><i>Implementation of the measures, year or course (when)</i></b>
<i>Launch the programme so that students can apply for it and start since September 2023</i>	<i>Fulfillment of all conditions and deadlines for programme accreditation.</i>	<i>Continuously</i>
<i>Raise awareness of the newly prepared program.</i>	<i>On-line tools, communication with foreign partners</i>	<i>Continuously</i>
<i>Increase cooperation with foreign teachers</i>	<i>Mutual agreements and consultations</i>	<i>Continuously</i>

Processed by: doc. Ing. Viktorie Klímová, Ph.D., doc. Ing. Vladimír Žítek, Ph.D.  
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