



2025

Manual for Students in Programme Boards

STUDENT QUALITY PANEL

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Introduction

Dear students participating in Programme Boards,

First of all, [thank you for your interest in improving the quality of your degree programmes](#) – your involvement in the Programme Board shows that you care about maintaining the current strengths of your programme and about its further positive development. This may seem like a challenging task. With that in mind, and considering that your time in this position is usually relatively short and should be used effectively, we have tried to make your work a little easier.

An undoubtedly valid general document is the [Brief Guide for Programme Boards](#), where you can find basic organizational information and helpful links, for example, to the [Masaryk University Degree Programme Quality Regulations](#) or other relevant documents. However, this manual focuses specifically on the perspective of student participation on programme boards.

The following pages aim to serve as a “[user manual](#)” that should help (not only) at the beginning of your time on the Programme Board by providing basic information [on what to expect and what you can do](#) from your position. Through [model examples](#), we will show what issues a student representative in the Programme Board may encounter, how to prepare for them, how to address them, or where to turn for additional support if needed. [A whole network of people](#) is involved in maintaining and improving degree programmes and education in general at MUNI. Even if I’m “just” a student, I am definitely not alone!



The “Guarantor” Agenda: Where to Find Course Opinion Poll Results and Key Statistical Data on Degree Programmes

After being appointed to the Programme Board, a new [Guarantor](#) icon will appear in the main menu of the Information System (IS). This agenda provides a wealth of information about your degree programme – it is therefore a useful place to access interesting statistical data (under the section [Managerial Data](#)), for example, on study (in)success rates, student mobility, or the admission process.

You also have access to the [results of the course opinion poll](#), including open-ended comments, as well as [the meeting minutes from past Programme Board meetings](#). This allows you to get an overview of student feedback on teaching and to monitor whether issues raised at previous meetings have been successfully addressed. This information can serve as [valuable evidence to support your arguments during meetings](#).

The tool “[Zvolit adresáty hromadného dopisu](#)”, available on the Managerial Data page, may also come in handy (see Fig. 1). Unlike informal platforms, it enables you [to reach all students enrolled in the degree programme](#).

To get a basic orientation on this agenda, watching the video tutorial introducing the Guarantor agenda from the student's perspective is recommended.

In addition to the [Guarantor](#) agenda, it may be helpful to know that some statistics at the faculty level can also be accessed via the [Managerial Data agenda on the main IS page](#).

The results of the course opinion poll can also be viewed in [the Course Catalogue](#) on the pages of individual courses – at the bottom of the page (see Fig. 2), you can view both [poll responses](#) and, for example, course enrolment statistics by year and degree programme, as well as [grade distribution statistics](#) (see Fig. 3).

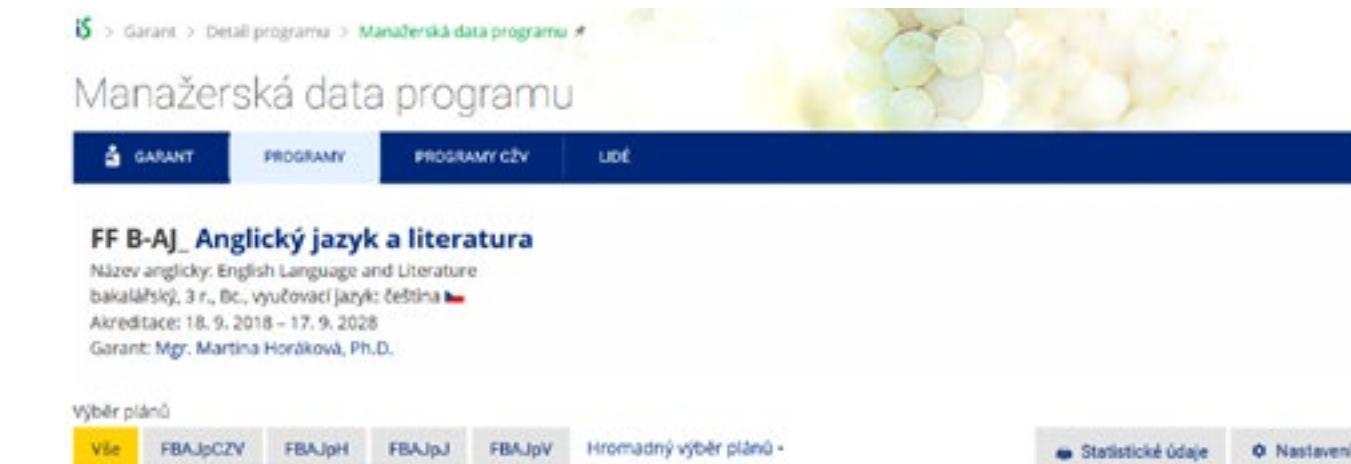


Fig. 1: Sending a Mass Email to Students

- [Úplný výpis informací o předmětu](#)
- [Statistika známek \(nejnovější\)](#)
- [Statistika zápisu \(podzim 2025, nejnovější\)](#)
- [Výsledky předmětové ankety \(podzim 2024\)](#)
- [Permalink: <https://is.muni.cz/auth/predmet/sci/podzim2025/C1020>](#)

Fig. 2: Navigation in the Course Catalogue

Celkem studentů	Úspěšně	Průměr	A	B	C	D	E	F	-
153	88 %	2,54	10	12	23	23	43	15	27

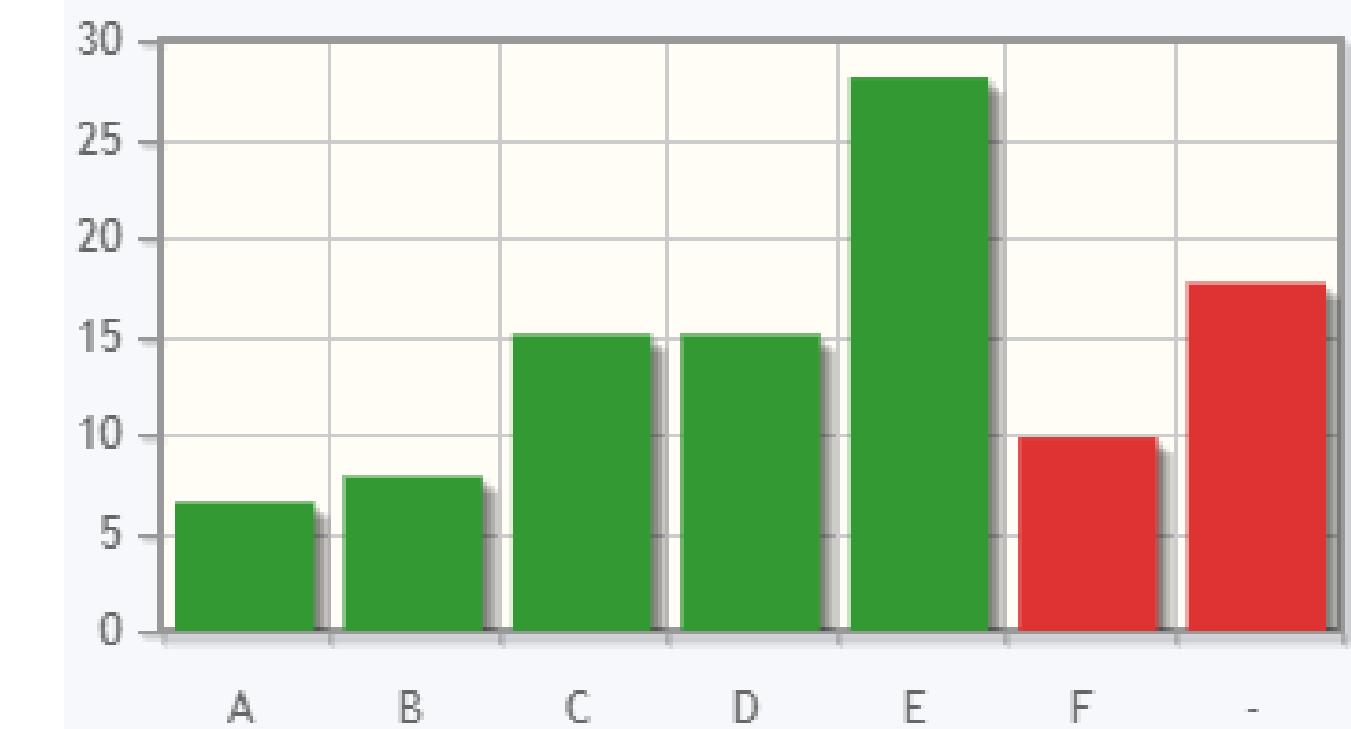


Fig. 3: Evaluation Statistics

Before the Programme Board Meeting: How to Prepare Effectively

As outlined in the previous section, the Information System (IS) contains many valuable resources. However, it is certainly not the only source of information. As a student representative on the Programme Board, it is also worthwhile [to reach out to your fellow students and let them know about you](#) and the opportunities your position offers. Preparing the points you wish to raise during the meeting is equally important.

WHAT TO DO WHEN A PROGRAMME BOARD MEETING IS APPROACHING?

- Go through the data available in IS and check whether there is anything that deserves attention
- Collect [additional feedback](#) from fellow students:
 - Use [online survey tools](#) – forms, apps Ask [open-ended questions](#) („Is there any issue you think we should start addressing?“) as well as [more targeted ones](#) addressing potentially problematic areas („Did Course X from the first semester provide you with a sufficient foundation for follow-up courses? What could improve the situation?“)
 - Offer classmates [the option to reach out individually and confidentially](#) to share their feedback
 - Use the [mass email function](#) in IS
- Organize and [write down a clear summary of your findings](#) to help structure your preparation for the meeting itself

HOW TO PREPARE FOR A PROGRAMME BOARD MEETING?

If you are unsure where to start or do not yet have your own system, you can use this [“student report template”](#) (see next page) as inspiration. It can help guide your reporting and prompt helpful questions to ask your fellow students. Explicit preparation materials may also help you speak more confidently during the meeting, argue more effectively, and stay focused thanks to a structured approach.

WHAT TO DO ON AN ONGOING BASIS?

- Make yourself known to your fellow students
- During [first-year orientation events](#) (Prvákoviny), though, keep in mind that the sheer volume of information at these events may cause your introduction to be overlooked
- In student chat groups
- At subject-related seminars
- In introductory lectures at the start of the semester: some teachers may be open to letting you briefly present the Programme Board to a larger group at the beginning of the lecture (this will not be applicable everywhere)
- At the end of the semester, remind students to complete the course opinion poll (the higher the response rate, the more relevant the feedback, and the greater the chance of real impact)

TRY ANSWERING THE FOLLOWING QUESTIONS

**What is my goal for the Programme Board meeting?
Which topics do I need to prioritize?**

Is there an issue in the course opinion poll or the Managerial Data that needs to be addressed?

Is there a recurring theme in the student feedback?

Have students recently dealt with an issue that needs to be monitored?

Do I need to meet with someone or find out something before the meeting? Where can I get “evidence” to support my points (e.g. from the opinion poll, email communication, or student input)?

What arguments might teachers or course guarantors raise, and how can I prepare to respond?

Can I work with other student representatives on the Programme Board to agree on a joint strategy or divide tasks during preparation?

If I’m anticipating a more challenging discussion with the degree programme guarantor or another academic staff member on the Programme Board, can I seek support in advance from other teachers who will be present?



During the Programme Board Meeting: How to Communicate Your Observations and Feedback

In most cases, it pays to keep in mind the [basic principles of providing feedback](#). When communicating with teachers, just as with anyone else, it's helpful to [mention not only issues but also what has gone well](#) – in short, to provide well-rounded, constructive feedback. Therefore, it's a good idea not only to highlight shortcomings and problems that need to be addressed, but also to acknowledge any (even partial) improvements, or to [commend teachers who consistently deliver excellent teaching](#). There are undoubtedly many such individuals, and recognition is likely to be appreciated, not only by them but also by their supervisors, for whom it can be useful information.

Ideally, communication between teachers and students should be [respectful and collaborative](#), rather than adversarial. While that is not always the case, trying to [keep the discussion constructive](#) can help foster better relations over time, or at least prevent unnecessary escalation.

As highlighted in the previous sections, it is highly recommended to [support your statements with data](#) and, ideally, to present the results of a survey involving a larger group of fellow students (feedback from 50% of a cohort is hard to dismiss). This increases the chances of addressing concerns effectively and limits the risk of vague or dismissive responses.

Also, don't forget that [communication](#) with teachers or the degree programme guarantor [doesn't have to be limited to the Programme Board meeting](#), as long as your input is not explicitly unwelcome. Since Programme Boards are often convened only once per year (as required by the Degree Programme Quality Regulations), resolving some matters more flexibly and promptly outside formal meetings may be easier. In such cases, student representatives can act as effective intermediaries.

Maintaining your own "student" meeting minutes, notes, and preparation materials also supports continuity. It helps you keep track of ongoing topics and makes it easier to pass knowledge on to new student representatives in the future. Like in your studies, having [clear and well-organized notes you can return to later](#) is definitely an advantage.

After the Programme Board Meeting: What to Pay Attention To

After each Programme Board meeting, the degree programme guarantor is responsible for preparing the [meeting minutes](#), which should be shared with the entire Programme Board for possible comments. Why is it essential to ensure that all key information makes it into the minutes? First, because “[what's written down counts](#),” it is easier to refer back to what was discussed and promised at the meeting. Well-documented minutes also help [maintain continuity](#): incoming student representatives can better understand which topics were previously addressed. That's why it's worth [speaking up if something important is missing](#) from the minutes and requesting that it be added.

Another important reason is that Programme Board minutes are an [essential source for degree programme evaluation](#), and it is very

likely that they will be reviewed (e.g. by the Internal Evaluation Board) when decisions are made about the programme's future.

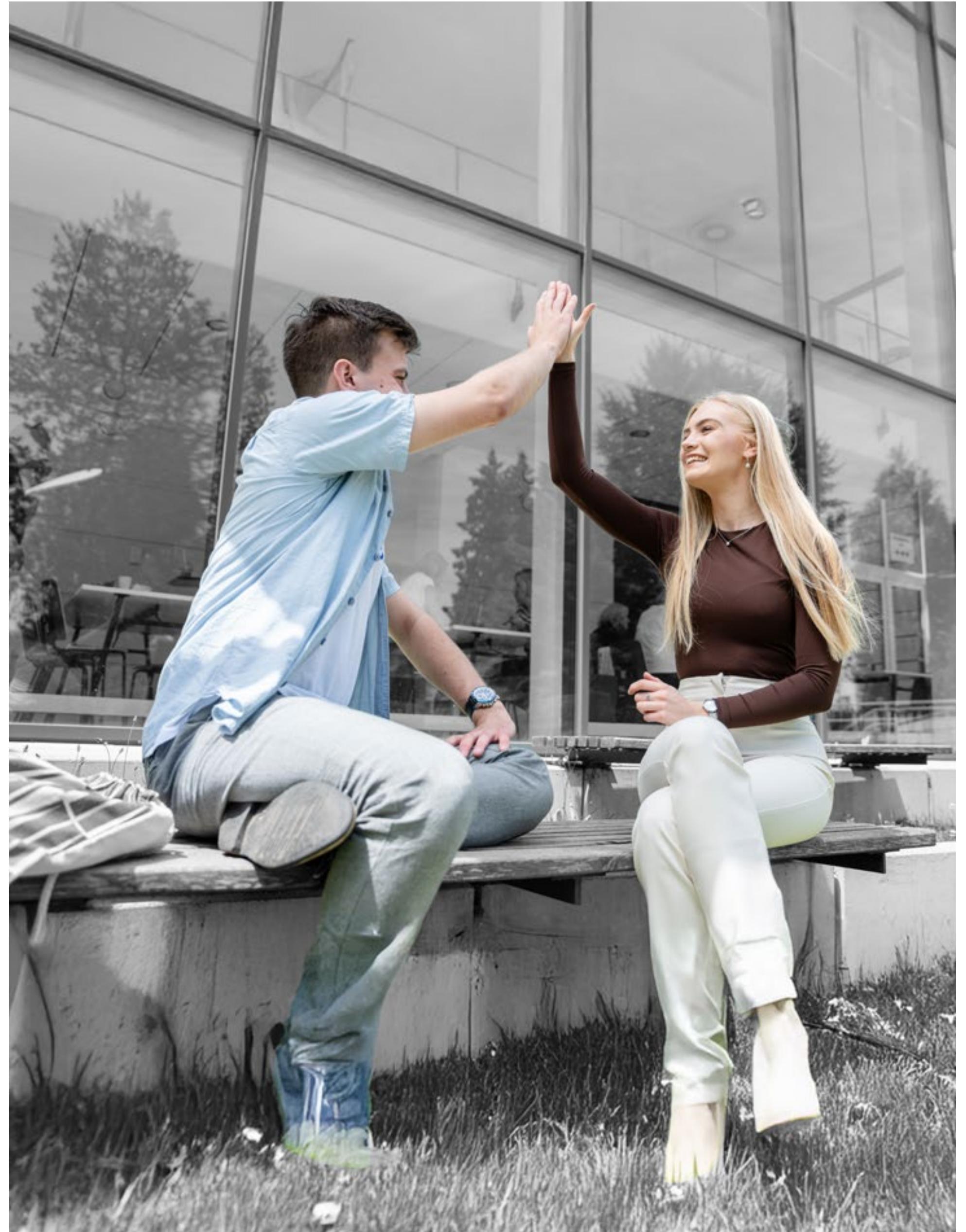
It may happen that the minutes take a long time to be produced, or that they are finalized quietly without proper review. Even in such cases, it's worth [keeping an eye on the process and speaking up if you feel that something has not been handled appropriately](#).

Since Programme Boards usually meet only once a year, some issues may be left unresolved. It is definitely helpful to check in with the degree programme guarantor from time to time to [ask about progress or offer assistance](#). As mentioned earlier, certain matters can also be addressed [directly with teachers](#). You can also coordinate a follow-up strategy with other student representatives and

collectively [monitor whether problems are being addressed](#) – ideally at least once per semester.

After the meeting, it can be helpful to [create a checklist](#) of items to follow up on after a reasonable amount of time, for example: Has student success improved in a problematic course? Have study support materials been added? Has there been progress on updating the course syllabus? Based on this, you can decide whether further action is needed or whether an issue needs to be brought up again.

Your classmates will likely appreciate a [brief update on what's going on](#) – you might, for example, post in your cohort's chat group what went well, what didn't, and what is being worked on.



Model Situations and How to Address Them

In some degree programmes, there are only a handful of students. These students may feel vulnerable and easily identifiable if they speak up, whether through the course opinion poll or directly at the department or institute level.

This issue is particularly common in master's degree programmes, where it's not unusual for only a few students to be enrolled in the programme or a specific course. As a result, the course opinion poll may be perceived as less anonymous, and it can be relatively easy for teachers to guess who wrote a particular comment. Nevertheless, it is usually still [worth considering submitting feedback](#).

What strategies do students sometimes use in these situations?

- Using gender-neutral language
- Changing gender references when writing or [switching between languages](#), which is, however, a suitable strategy mainly for Czech and Slovak students (while being careful not to expose a classmate with a specific identity – for example, the only male Slovak student – to suspicion)
- Preparing feedback collaboratively and submitting identical text through the poll by several students

However, even these strategies may not always guarantee a sense of safety or anonymity, especially if a specific situation is described that the teacher can recall and associate with a particular student.

If students still feel unsafe even after trying the above strategies, it is advisable to contact the [faculty ombudsperson](#) or another relevant support contact (see the chapter on contact persons).

Students are afraid to fill out the course opinion poll because they fear reactions from teachers in a follow-up course, or they feel it's pointless.

In most cases, [it is worth filling out the course opinion poll](#) – and ideally also encouraging your fellow students to do the same. If critical feedback is not submitted in isolation, it becomes harder to dismiss or downplay.

Yes, dismissive or sarcastic teacher comments in follow-up courses can be unpleasant. However, if a teacher's behaviour verges on pressure or ridicule, it is appropriate to [contact](#), for example, [the degree programme guarantor](#) or [the faculty ombudsperson](#).

It is also important to remind yourself that [completing the course opinion poll really does matter](#), because it is stored in the Information System (IS) and made available to people who can influence the future of the course or the degree programme. Even if the effects are not immediately visible – and even if your younger peers don't see the change right away – [your feedback can lead to meaningful improvements over time](#).

Student feedback does not elicit a response from teachers

This issue can have various causes and nuances. If the teacher is generally open to feedback but does not prioritize it (and the issue is, for example, a matter of reorganizing the syllabus more logically), it may be enough [to have a personal conversation](#) and clearly explain why the feedback is what it is and why the issue matters.

Another step may be to [ask for a reflection on the feedback](#) at the programme board meeting or to [discuss the issue with the degree programme guarantor](#).

If there is no willingness to address the feedback even at that level, it is appropriate to [turn to other people](#), such as the head of department or institute, the vice-dean for studies, or the faculty ombudsperson.

Compared to the academics on the Programme Board, I feel disadvantaged and need the courage to speak up or share feedback.

The first step [is thorough preparation](#) – collecting relevant materials, conducting a survey among fellow students, clarifying your goals, and anticipating potential obstacles.

If other student representatives are on the Programme Board, agreeing on a shared approach is advisable – it's always easier to speak up when you're not alone.

You may also find allies among supportive teachers (or even seek help from the degree programme guarantor) and reach out to them in advance to gain their backing before the meeting itself.

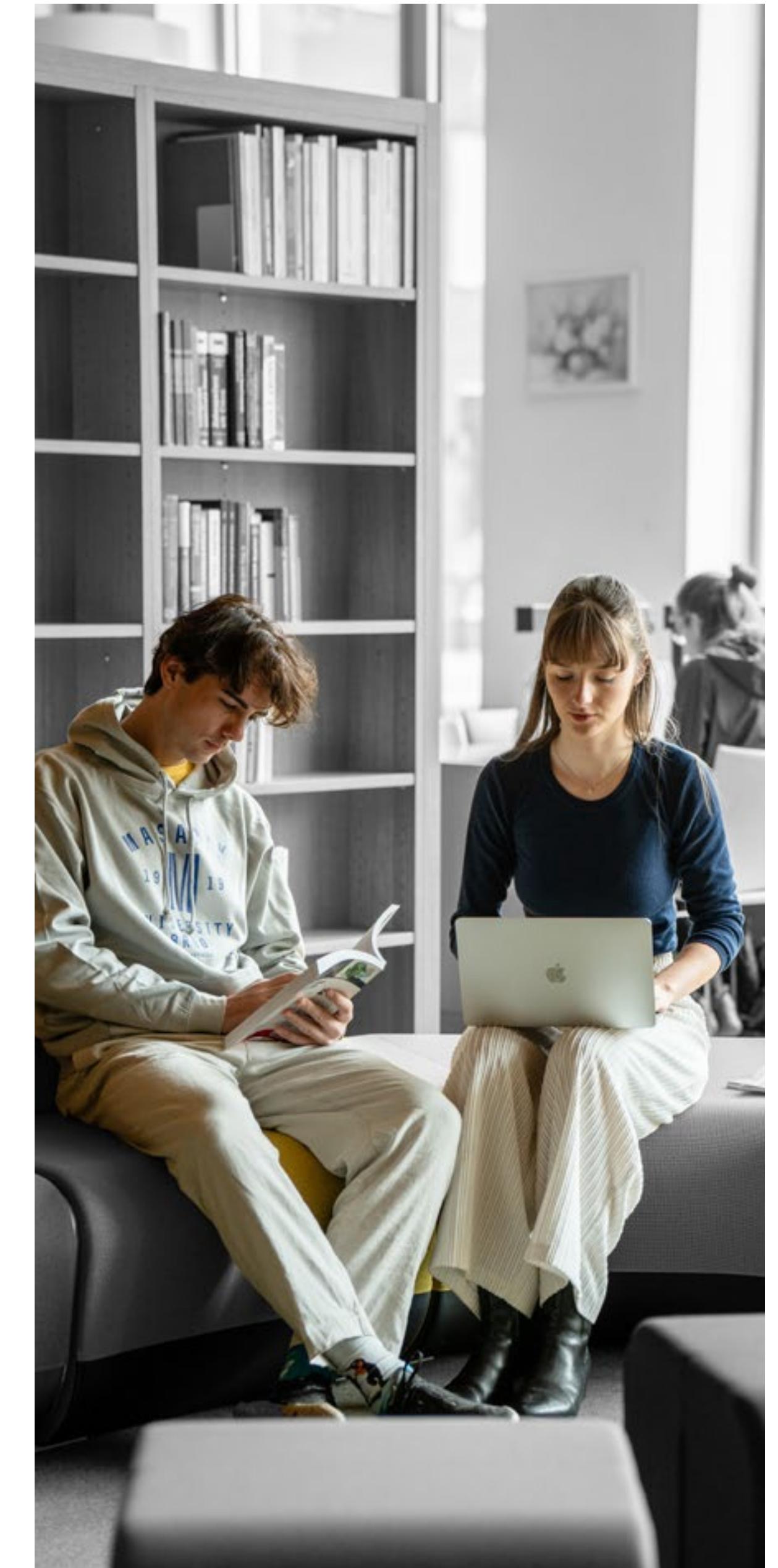
I am unable to attend the Programme Board meeting in person.

One possible solution is to prepare and submit your feedback in writing to the [programme board](#). Another option is to [request a hybrid meeting](#) (although this can be declined, as the Degree Programme Quality Regulations do not currently require it). That said, hybrid formats are increasingly becoming the norm.

A teacher dismisses student complaints, questions students' ability to evaluate teaching quality, or rejects the validity of the course opinion poll (e.g. claiming that feedback only matters if delivered face to face, or that first-year students are too inexperienced to judge properly).

The fact that you are new to university, or even a generation younger than your teachers, does not mean that your opinion does not matter. The smooth functioning of teaching is a priority, and [whether it works from the student perspective is, of course, relevant](#). A common but misleading argument is that students only want to make courses easier or reduce the amount of content – this is far from universally true. In fact, the opposite may sometimes be the case.

Strengthening the use of student feedback in teaching is a part of MUNI's [Strategic Plan](#), and from a university-wide perspective, [completing the course opinion poll is a desired and encouraged activity](#).



The teacher responsible for a problematic course is also a programme board member.

Naturally, this makes direct confrontation more emotionally and strategically difficult, as [the teacher may respond defensively](#). To make the situation less stressful, it is often helpful to [address the issue in advance](#), for example, by arranging a discussion outside the Programme Board meeting, asking the programme guarantor to help resolve the matter individually, or using their authority if needed.

Taking proactive steps beforehand can defuse tensions even if the issue is eventually discussed during the meeting. If you sense that this teacher is being uncritically supported by other academic staff and that you lack backing within the board, you can consider [bringing the issue to a higher level of university governance](#).

I want to stay on the Programme Board after finishing my studies.

It's possible. For example, if you complete a master's degree and then enrol in a doctoral programme at MUNI, [you don't have to leave the programme board](#). On the contrary, your perspective as a graduate and an active student can be valuable. Even if you move on – whether to a different university or outside academia entirely – you can still stay in touch with the programme as an [alum representative](#), bringing an external or practical perspective that can enrich the board's work.

The person I'd like to discuss the problem with may not be able to act impartially (e.g. due to a close personal or professional relationship with the person involved).

In such cases, it's advisable to contact the [faculty ombudsperson](#), or alternatively, the [university ombudsperson](#), whose role specifically emphasizes minimizing conflicts of interest with other university members.

I feel that a particular course is not awarded a fair number of credits.

According to the Study and Examination Regulations interpretation, one credit (1 ECTS) corresponds to 25–30 hours of student workload. Based on this standard, you can estimate whether a course's credit allocation is appropriate.

Credit assignment practices are not always consistent across all courses, so raising concerns about discrepancies is perfectly fine – students should be fairly credited for the time and effort they invest. Any such feedback can be addressed to the programme guarantor, the quality assurance coordinator, or the Quality Office.

I need to communicate feedback more frequently than just once a year at the Programme Board meeting.

Nothing is stopping you from [sharing feedback on an ongoing basis](#) – whether with the degree programme guarantor or with individual teachers. You don't need to feel like you're bothering anyone; in fact, addressing specific points in advance can actually save time at the board meeting, allowing the group to focus on other issues.

Other Contact Persons Outside the Programme Board and When to Reach Out to Them

Faculty Student Representative in the Academic Senate (SKAS)

Student representatives in the faculty academic senate are often a [good first point of contact](#) when you have an issue within your programme/department/institute. These student senators usually have an overview of whether the faculty has already addressed the particular or similar issues (it's also helpful if they become aware that the problem exists). They can advise whom to contact next. Last but not least, they can provide mental support if you feel isolated with your concern. Contacts for SKAS representatives of individual faculties are conveniently summarized [here](#).

Faculty Quality Coordinator

Each faculty has a quality coordinator responsible for [organizing and administering the operation of degree programmes](#) at the faculty. Suitable areas for their involvement include the composition of study plans (credit amounts, required obligations, learning outcomes), deficiencies in the course catalogue, study materials, organizational matters of Programme Boards (minutes, documentation, membership), and so on. Contacts can be found [here](#).

Pedagogical Representative

At [some departments](#) (currently mainly at the [Faculty of Science](#)), an academic staff member holds this position. The advantage of this person is their detailed knowledge of the department's field and study administration.

Faculty Ombudspersons

The system may vary slightly among faculties, but generally, there are ombudspersons you can contact. You can best map the situation on [your faculty's website](#). These may be ombudspersons from the academic staff, representatives from the student body, or a specific ombudsperson for doctoral studies. In cases related to sexual harassment, all faculties also have designated [contact persons](#). Even if your issue does not directly concern this area, these contact persons will likely be able to advise you.

Student Representative in the Internal Evaluation Board

There is always a student representative among the Internal Evaluation Board members. This person directly communicates feedback about degree programmes [during decisions regarding their future and conveys the students' perspective in these discussions](#). They can support resolving difficulties and welcome useful information that might be important for the Board's agenda. The representative is supported by an informal student panel (contacts [here](#)), consisting of one student from each faculty.

University Ombudsperson

There is an [ombudsperson](#) based at the rectorate who anyone from across the entire university can contact.

Conciliation Committee

At the [Faculty of Arts](#), there is a [Conciliation Committee](#) for internal faculty matters, which can also be contacted with a problem and under whose supervision a resolution can be sought.

Quality Office at the Rectorate

This department [ensures the system of evaluation and development of education quality](#), including accreditations and evaluation of degree programmes. It cooperates with the Internal Evaluation Board, faculties, and students to maintain the quality of education. It organizes an annual meeting with students on the programme boards. The department manages the "Guarantor" agenda in the IS and the [MUNI quality-related website](#), which serves as a [valuable gateway to regulations and important information](#).

Vice-Dean for Study Affairs

For some issues, looking up contacts within the faculty management may be appropriate. Every faculty has a designated person who is responsible specifically for study-related matters.

Student Advisory Center

If you or any student needs psychological support or wants to see whether it would be worthwhile to attend a workshop that could help with your activities, you can use the services of the MUNI [Student Advisory Center](#).