



Date: 20 March 2025

Participants: Panel chair Aequi, course director, program coordinator, curriculum committee (chair), educational advisor (O&K)

Absent: Panel member Aequi (shared his input via email)

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After the successful assessment in September 2024 of the master programs of the RBS, the recommendations of the panel were discussed during a development meeting. A presentation was shared to share the recent developments since the assessment. All recommendations mentioned in the accreditation report were addressed during this meeting.

### **Main topics and developments**

1. Reduce and refine the KSA-oriented learning outcomes to enhance focus. Reduce the overall assessment load in both MCE and MSC programmes. Additionally review the assessment process of KSA-oriented learning outcomes in the MCE programme.

Developments:

MCE:

- The Full-Time MCE programme has reduced the number of Knowledge, Skills, and Attitudes (KSAs) from 15 to 9
- The process leading to the Master's Thesis Report (BSR) will be simplified by reducing intermediate steps
- KSAs will be assessed only twice during the program.
- Once in a module and later in the final graduate portfolio as the end-level evaluation. This approach reduces redundancy, ensures focused modules, and enhances efficiency.
- Enhancing Program Viability through Streamlined Structure: Reducing the number of modules and implementing a simplified, integrated structure, we will ensure better staff planning and teaching efficiency.

MSC:

- The Full-Time MSC programme has reduced the number of Knowledge, Skills, and Attitudes (KSAs) from 15 to 9
- Improved curriculum intends to create more balance across Blocks 1, 2, and 3. Leading to a reduction in the total number of assessments, a better distribution of workload.
- One type of assessment covers multiple areas of KSAs, which minimises the complexity of assessment and the number of assessments (portfolio).

2. Further embed research in the MCE programme by enhancing collaboration with RBS research centres, similar to the successful integration in the MSC programme.

Development: the MCE program integrated research more prominently in the enhanced curriculum. A concrete example is that students will begin working on their graduate portfolio from the start of the program, ensuring a natural progression toward the final deliverable with a strong research foundation.

3. Introduce intake interviews for all applicants and strengthen enrolment criteria in terms of research methodology.

Development: Prescreening and interview by the Centre Of International Affairs (COIA) is increased. The criteria of applicants are strengthened in particular with regard to English level (instead of average IELTS score a minimum score required for all parts). There is a renewed focus on students with BSc and equivalencies (Nuffic). Regarding the pre-master program, there will be less focus on acquisition of English level. Instead, there will be a stronger focus on reaching the desired research and BSc level.

4. Adopt a more structured approach for Professional Advisory Board meetings.

Development: the new master program Sustainability Transitions was mentioned as a best practice, and as an aim for the current master programs to adopt this practice too. The panel agrees that this practice is a desirable goal.

5. Consider increasing the number of PhD-qualified teachers to offer stronger academic mentorship and guidance for students aiming for advanced research.

Development: The management made agreements for all Masters and new Masters with several Knowledge centres to integrate applied research into the Masters.

6. Improve the MCE profile and labour market perspective.

Development: This was taken into account when designing the enhanced curriculum. The advisory board was involved in deciding which focus is most relevant for the work field. Also, there is a stronger distinction between consulting and entrepreneurship tracks, allowing students to tailor their learning experience to their career aspirations. Next to this, students can take this focus in their graduation assignment. The collaboration with the industry remains strong, via cases and projects the students interact with real-life business partners. Finally, the increased research-line strengthens the labour market perspective too.

7. Maintain and further strengthen the connection and relation to the bachelor programme (not an official recommendation in the report but this was discussed during the meeting)

Development: both programmes have an active relation with the International Business bachelor's programme. Graduates from IB have easy access to the masters programmes and often mention the easy transition in evaluations. However, both MCE and MSC acknowledge the importance of maintaining this good relation. The course director stays in close contact with the course directors of IB to make sure that both parties are aware of changes/developments. Additionally, staff is sometimes exchanged between these

programmes. This serves both a financial and an educational goal that ensures more stability and strong alignment on content and didactics.

To conclude the meeting, the program presented the ambitions they are currently working on.

Next steps:

- Planning (curriculum) improvements for 2025 and beyond.
- Master department growth: from 2 Masters to 4 programmes.
- Review by Advisory board and ensure continuous improvement and alignment.
- Review and approval by committees (Examboard, Program Advisory Committee)

The panel concluded by complimenting the programmes on the quick actions that were taken and is confident these will lead to an even more future-proof curriculum.