

# Minutes MSc PC – 18 April 2023

Hybrid meeting via Teams and in T3-42 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM, BAM)	MLP: Michal Pilch (BIM)
AL: Annelie van der Leelie (Minutes)	SZ: Solomon Zori (MScBA AFM)
EB: Emanuel Ubert (SM)	KK: Korcan Kavusan (MscBA MIM)
JA: Jorrit Alkema (HRM)	YL: Yu Liu (SE)
GH: Gabi Helfert (PM)	AM: Alla Molibog (HRM)
GB: Guido Berens (GBS)	AS: Ad Scheepers (PM)
RG: Rob Geurts (MScBA BAM)	PBT: Pedro Barbosa Tinnemans (MBI)
BES: Baris Eren Sezer (MM)	PBC: Philipp Cornelius (BIM)
JU: Jule Ulrych (MScBA MIM)	CS: Claus Schmitt (FI)
EV: Eric Vaupel (MScBA AFM)	RSV: Romee Servant Volquin (SE)
NE: Nico Eymael (SM)	SO: Sam Oor (MI)
MP: Morteza Pourakbar (SCM)	(MScBA P-MIM)
WV: Wim van Vliet (MScBA P-MIM)	<b>Guests</b>
SV: Stefan Vuksa (FI)	MB: Marc Baaij (Academic Director MSc SM)
HPW: Han Pei Wu (SCM)	RH: Rebecca Hewett (Academic Director MSc HRM)
MIP: Malgorzata Iwanczuk – Prost (MI, MBI)	SH: Sahar Hofmeijer (Project Lead Pilot Programmatic Assesment in MSc HRM)
JS: Jonas Schmidt (GBS)	AWL: Anna de Waard -Leung (Executive Director Quality & Innovation)

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 21 March 2023– see attachment.

The minutes were approved.

## 3. Curriculum change in the MSc SM programme – Marc Baaij

MB presented the proposal curriculum change in the MSc SM programme to the MSc PC.

- 1) The department would like to get consent for a) The adjusted core course curriculum, b) The redistribution of credits across the core course called “Skills Track & Company Project” due to the introduction of competency-based education in the MSc SM, d) The programme assessment structure and e) The updated Intended Learning Outcomes of the programme.
- 2) The MSc SM programme has always been a popular master but the number of students has increased rapidly over the previous years. Therefore, the department had to put a cap on the programme last year.
- 3) The department would like to change the programme because a) Stakeholders had identified key issues in the master: from the student’s perspective there is insufficient interaction with faculty, limited formative feedback, insufficient connection to practice, too high study load and lack of curriculum coherence. From the faculty perspective, the workload is too high, there are challenges with hybrid education and concerns about the low level of knowledge of some students and b) They would like to integrate the Competence Framework-based education in the programme.
- 4) The department would like to propose for the academic year 2023-2024 to a) Combine four core courses

into two core courses and thus save two exam weeks which can then be spent on teaching activities. The space for more teaching is needed in the Competency Framework-based education to develop competences and b) They would like to implement the Skills Track and Company Project course. The pilot will run in the September-December period because the department can then learn from their mistakes before introducing the change in the entire programme.

- 5) The Skills Track and Company Project course a) Will have a study load of 4 ECTS, b) Will be a pilot for the Competency Framework-based education. In this course students will develop competencies (e.g., communication, collaboration, critical thinking and the Competency Framework-based roles) which they can apply to the company project, c) For the coming year the programme will collaborate with media company RTL to develop online platforms. The department would like to collaborate with one company because the project is difficult to organise and when collaborating with multiple companies, students often want to be assigned to a different company than they are assigned to. During the RTL project students will be giving a small-scale experience through a case pack where they can use their own research and experiences and d) Will be formative assessed because if the course will be summative assessed it will increase the faculty workload and costs. However, during the project, students will have to do a self-evaluation on the Competency Framework-based education and peer reviews.
- 6) The NVAO midterm feedback on the MSc SM ILOs was a) Some ILOs are wrong categorised, b) The interdisciplinary perspective isn't clearly visible and c) More alignment with ILOs of other RSM MSc programmes is advised. Therefore, the department would like to a) Correct the ILOs organisation, b) Explicate of interdisciplinary and integration and c) Align the learning outcomes with the Dublin descriptors and the RSM Competency Framework-based education.

Comments of the Committee:

- 1) MS: It would be better if students learn in advance how to do a self-evaluation and peer-review because with this knowledge they can evaluate better.
- 2) MS: It would be better to teach students the basic skills of academic writing and research, for example, prior the company project thus students don't have problems with the basic skills during the project.
- 3) RG: The theory on how to do a self-evaluation helps students in the company project. However, whether peer-review is useful depends on the quality of feedback.
- 4) EB and NE favour changing the four core courses to two core courses, as the current four core courses are too rushed and erupted by exams. With two core courses, students would be able to focus more on course content and have breathing space.
- 5) MS: In practice, students would like to work on a clear project because they need to learn much on how to execute the project. If the project is unclear students won't know what to do with the project.
- 6) NE: It would be better to consider the students' ambition tier as a group forming factor because students should get the opportunity to achieve the goal they would like to achieve.

The proposed changes in the curriculum of the MSc SM programme were unanimously accepted by the Committee. MS will send a letter of consent.

#### **4. Update Competency Framework in the HRM programme – Rebecca Hewett and Sahar Hofmeijer**

RH and SH updated the Committee on the Competency Framework-based education in the HRM programme.

- 1) The MSc HRM programme vision focusses on a) A programme which helps students understand people organisation and change from multiple (theoretical) perspectives and levels creating the need to actively create coherence across discrepant topics: integrated assessment, b) Researched-based knowledge which students can critically apply to organisational contexts. The research-base is strong but it could be better at application: consultancy project, c) Well-rounded graduates who can make positive impact on the world. However, it should be clarified what this looks like and how students develop these skills: competence and self-directed learning and d) How to deliver this education in a sustainable way for students and faculty and this was reduction of graded assessment.

- 2) The programme structure: The solid base part of the programme is in the September -December period and consist of a) Four core courses with weekly classes of three weeks each in which students learn the learning objectives, among other things, b) The Professional Development & Consulting course with monthly workshops where students learn the consulting and professional skills which run alongside the core courses and c) The consulting project which connects the core courses and the Professional Development & Consulting course in which the theoretical knowledge from the core courses and the skills learned from the professional Development & Consulting course are applied in practice.
- 3) This structure has reduced the number of assessments in the MSc HRM programme from 29 to 9, with more focus on formative assessment than on summative grades. Formative feedback consists of self-assessments, peer-review and instructor feedback.
- 4) The competencies are integrated into the programme as follows: a) The formative and summative feedback which students receive are linked to the Competency Framework roles. However, students don't receive feedback on all roles in one course but prior it's identified which roles are most relevant for each course and b) The Professional Development & Consultancy course ensures that students reflect on the feedback received in the other courses via activities and assignments, with a mentoring circle and an e-portfolio.
- 5) Currently the department is reflecting the Competency Framework education. From the student perspective the positive aspects are a) The shift from a performance towards a more learning mindset. This change came mainly through reducing assignments b) Knowledge courses were very highly evaluated by students: better integration between teachers and knowledge, c) The (oral) narrative feedback was highly appreciated and useful for assignments and d) The company project was highly successful in integrating learning into practice. The aspects that could be better are that a) With the Competency Framework students struggle with the bigger picture, b) The integration of some assessments wasn't always successful and c) Not all courses were clearly aligned to the overall narrative of the programme. From a teacher's perspective the positive aspects are a) Better coordination between courses supported adaption and learning, b) More satisfying teaching experience focussing more on feedback and learning and less on grading and c) Company project provided a 'live' case to apply learning. The aspects that could be better are that a) The Competency Framework was difficult to link to the learning goals and feedback, b) Current tooling only partially support goals of the programme and c) Intrinsic motivations was very high early on but dropped later when deadlines became pressing.
- 6) To improve the programme, the department would like to change a) The programme structure (Knowledge courses move from 3 weeks to 3 ½ 4 weeks, PD&C alongside (week by week) not in between and core courses even more consistent in terms of workload and learning styles) and b) Competency Integration (Customisation of Key Competencies to programme for increased applicability, removing a layer of complexity: no more enabling competencies and rubric criteria formulated by instructions lead to more flexible and effective assessments.

Comments of the Committee:

- 1) MS: In practice, students seem to be apprehensive about peer-review. They don't want to put in their best bits in the draft version of assignments because those bits are known o everyone, leaving students with no differentiation factor.

## **5. Change of the learning objects and the name of the course in the MSc HRM programme –Rebecca Hewett**

RH informed the Committee about replacing the Organisational Design (OD) course with the Managing the Organisational Environment (MOE) course.

- 1) The department would like to replace the Organisational Design course with the Managing the Organisational course because the student evaluations outcomes were bad (especially teaching style and the lack of integration to other courses or competencies).
- 2) The MOE course would a) Have a greater focus on macro context and link to RSM's mission and SDGs, b) Change the focus by changing the teacher, c) Build on Organisation Theory strength within the department and d) Build way more clearly to macro-focused electives.

- 3) The MOE course learning objectives are a) Explain how organisations are embedded in their environment and how external pressures for change are caused, b) Evaluate different organisational responses to environmental pressures, c) Critically evaluate organisations' ability to respond positively to pressures for change and themselves become a force for positive change in society and d) Develop theoretically sound- real-life recommendations for responses to external pressures.

Comments of the Committee:

- 1) GB is concerned that the course change isn't being made for the right reason.
- 2) MP wonders why the course change is only based on the bad course evaluations.
- 3) MIP wonders whether the previously suggested course improvements have worked and how the proposed course change could be beneficial.

The Programme Committee in a vote has two members who voted against and thirteen members who voted in favour of the proposal. MS will write a letter of consent.

## 6. Updates in TER for the upcoming years – Gabi Helfert

GH informed the Committee about the changes in the TER 2023-2024.

- 1) The sentence on page 3 footnote 2 *Currently, (May 2022) RSM is in preparation for a procedure of the amalgamation of the programme "M Organisational Change & consulting (OCC, 60457)" and the programme "M Human Resource Management (HRM, 60645 (...))* has been changed to *currently (April 2023) RSM is waiting for confirmation of the programme "M Organisational Change & consulting (OCC, 60457)" and the programme "M Human Resource Management (HRM, 60645 (...))*.
- 2) On page 3 footnote 2 the sentence *Upon approval the new programme will commence per September 2023. Current HRM students will have the opportunity to graduate from HRM until 31 August 2024 but they may also choose to graduate under the new programme name POC* has been added to the TER.
- 3) In article 1.3.d. the sentence *A programme component may consist of one or more courses* has been added because it will be aligned with the new RSM assessment policy in which one programme component can consist of one or more courses.
- 4) In article 1.3.h. the definition of the test format has been updated.
- 5) In article 1.3.t. the term *Explanatory feedback* has been replaced by *Debriefing*.
- 6) A part of article 5.2. has been adapted to the EUR TER model.
- 7) Article 6.1.1. has been changed to be in line with the law 7.10. WHW.
- 8) Article 7.1. identification has been added to the TER due to the EUR model agreement.
- 9) Article 7.2. also relates to the EUR TER model.
- 10) For each programme, the learning outcomes have been added to annex of the document. This isn't mandatory but important as students can easily find the intended learning outcomes.
- 11) The OCC MSc programme dates have been updated.
- 12) Annex 2.III.1b. has been updated with the sentence *However, they will only be eligible for admission to this one programme.*
- 13) Annex 2.III.2. has been updated with the sentence *The grade point average will be calculated over the last three years of the bachelor programme, unless adding the first years grades are to the advantage of the applicant.*

Comments of the Committee:

- 1) NE disagrees on the test methods consolidation because it's complicated to determine what falls under the three test types.
- 2) NE: The definition debriefing is unclear because it isn't clear what is meant by it.

## 7. Discussing the progress of the PC subcommittees

Not discussed.

## 8. Closing remarks

## 9. Action points

What	When	Who
MS will write a letter of consent about the curriculum change in the MSc SM programme	By May	Maciej Szymanowski
MS will write a letter of consent about the change of the learning objects and the name of the course in the MSc HRM programme	By May	Maciej Szymanowski

### Next meetings:

30-May-23, 10.00h

27-Jun-23, 10.00h