

# Minutes MSc PC – 24 October 2024

Online meeting via Teams and T9-67 10:00–12:00 hours

Present	Absent
AL: Annelie van der Leelie (Minutes)	(MBI)
MS: Maciej Szymanowski (Chair, MM, BAM)	PJ: Patryk Jarmakowicz (MI)
JV: Jelle de Vries (SCM)	SP: Suus Pleyte (SM)
KB: Kathrin Borner (MI, MBI)	
LF: Luca Fanelli (SCM)	
GB: Guido Berens (GBS, P-MM)	
JS: Jeffrey Sweeney (BIM)	
SJ: Sarah Janders (MM)	
MP: Mihail Pop (MScBA BAM)	
AD: Andreas Distel (SE)	
RH: Reina Hamersak MScBA MiM)	
SML: Sofia Murell Lema (PM)	
NL: Niccolò Di Leo (SE)	
KK: Korcan Kavusan (MscBA MIM)	
AR: Anna-Maria Radeva (FI)	
LW: Lot van Westerveld (GBS)	
DY: Dong Yan (FI)	
SZ: Solomon Zori (MScBA AFM)	
MAS: Maartje Schouten (POC)	
EB: Emanuel Ubert (SM)	
PS: Pravar Saran (BIM)	Guests
EH: Evi Hommez (MScBA P-MIM)	AHS: Anne Heijdra - Suasnabar ((Learning Innovation Consultant)
SG: Shanifa Goelab (POC)	Ey: Esra Yedekci (Learning Innovation Consultant)
KV: Kristina Vereshchagina (MScBA AFM)	JM: Juan Madiedo (Academic Director MSc MI)

## 1. Opening and announcements

The chair welcomes everybody present.

## 2. Approval of minutes from MSc PC meeting 27 September 2024– see attachment.

The minutes were approved.

## 3. Introduction on Intended Learning Outcomes (ILOs) – Esra Yedekcy, Anne Heijdra- Suasnabar

EY and AHS informed the Committee about how the ILO review and evaluation process which the PC should implement is effective and aligned with the faculty guidance.

- 1) On the ILOs, there are three dimensions to focus on a) Alignment, b) Relevance and c) Clarity.
- Alignment has two key aspects a) Programme Mission and Vision. RSM believes that the ILOs should ensure that the ILOs align with broader educational goals and it should indicate which programme aims students should achieve and what graduates should be capable of at the end of the programme. To assess these ILOs, it would be better for the PC members to check the annual appraisal reports of each programme before evaluating the ILOs thus the Committee can check whether the ILOs are aligned with the goals of the programme, b) Accreditation Standards. The Dublin Descriptors are a set of general expectations for student achievements by the end of the programme and are used across all accredited universities in Europe as part of the Bologna process and it consists of five key elements 1) Knowledge and understanding, 2) Applying knowledge and understanding, 3) Making judgements, 4) Communication skills and 5) Learning skills and all the programme ILOs together should refer to the five key elements (see Figure 1 for the tangible guidance on the Dublin Descriptors).

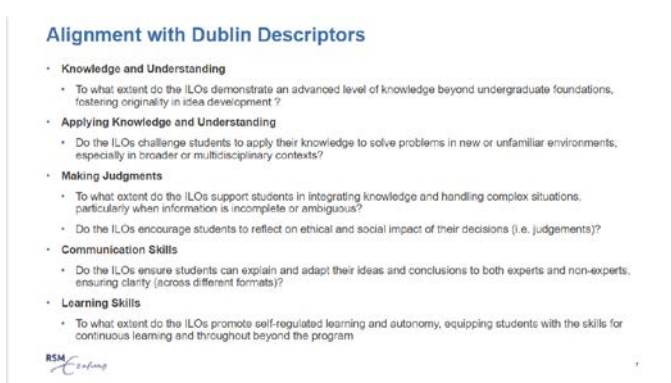


Figure 1

In addition, the ILOs should have the tier of the education which means that the ILOs which the Committee should evaluate should have the level of the master education and c) Constructive alignment. The constructive alignment means that learning objectives are aligned with all classroom activities and assessments. Therefore, ILOs should align well with course-level learning outcomes and assessments, there should be logical connection between the courses in the programme and the ILOs and an important question to the evaluation is do they build on the course content, or are there gaps between what's taught and what students are expected to achieve?

- The second-dimension relevance consists of two components a) Relevance to the industry or society: ILOs should prepare students for the next steps whether that's further education, workforce or societal contributions. Moreover, ILOs should reflect current trends and needs in the industry, professional standards or societal challenges and b) Professional and personal development. ILOs should promote professional growth and, where appropriate, personal development. Further, ILOs should foster skills like lifelong learning, adaptability or ethical responsibility. Questions PC members can ask themselves during evaluating these ILOS could be a) Have the ILOs been shaped by input from the industry experts, alumni and or employees, b) To what extent do the ILOs reflect current industry demands and future trends including emerging industries, c) Are the ILOs designed to be adaptable to future developments ensuring long-term relevance, d) Do the ILOs equip graduates with both the technical and interpersonal skills required for workplace success and e) Do ILOs foster critical thinking, problem solving and adaptability preparing students for a rapidly evolving labour market?
- Clarity: ILOs indicate what the programme is about in terms of goals and ambitions. Therefore, the ILOs should be specific, measurable, achievable relevant and time bound. To check whether the ILOs match the SMART criteria the PC could ask the following questions (see Figure 2).

## SMART

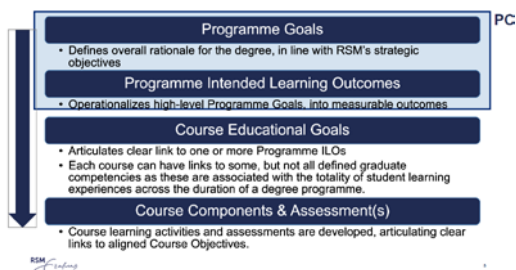
- **Specific:** Are the ILOs clearly defined, with specific expectations on what students will know, do, and/or demonstrate?
  - Use a clear action verb (e.g., analyse, evaluate, create) to specify the desired level of student performance. Use learning taxonomies (i.e. Bloom's Taxonomy) to structure and articulate learning outcomes, aiming for higher levels.
  - Balance between specific & broad enough so you can break it down into meaningful components.
- **Measurable:** Can the outcomes be quantified or assessed?
- **Achievable:** Are the outcomes realistic and attainable within the program? How?
- **Relevant:** Do the outcomes align with the program's goals and industry needs?
- **Time-bound:** What is the expected timeframe for achieving these outcomes?



RSM Erasmus

Figure 2

- 2) How do ILOs fit into the bigger picture and how can it translate measurable actionable outcomes? ILOs should be aligned with programme goals (programme goals defines overall rationale for the degree of the programme and it should be aligned with course objectives and strategies) and programme learning outcomes turn this strategy into measurable outcomes. The Programme Committee is responsible for the alignment between the programme goals and ILOs. However, the ILOs have an impact on the entire master programme (see figure 3)



RSM Erasmus

figure 3.

- 3) The MSc PC review process (before ILO revision) should be a) Review programme goals (Extract programme goals from the annual appraisal reports and ensure these goals align with the programme's stated mission and vision), b) Check stakeholder involvement and validation (Confirm whether the programme has consulted with key stakeholders) and c) Familiarize with MSc level Dublin Descriptors (study the Dublin Descriptors, along with the provided guiding questions).
- 4) The MSc PC review process (during ILO revision) should be a) Analyse ILO alignment and relevance (use the guiding/ reflective questions to evaluate how well the programme's ILOs align with the programme's mission and vision, MSc level Dublin Descriptors ensuring they meet the educational standards and real world applicability, fostering students' personal and professional development) and b) Assess ILOs against SMART criteria (check whether the ILOs are specific, measurable, achievable, relevant and time bound (SMART)).

Comments of the Committee:

- 1) GB wonders how the Dublin Descriptors fit with RSM's Competency Framework?  
EY, AHS: The Competency-Framework doesn't have to be aligned in every aspect to the key elements of the Dublin Descriptors because a programme should be able to do more than the Dublin Descriptors specify. The only purpose of the Dublin Descriptors is to ensure that all European institutions adhere to the principles and the extra elements and that these are covered by the school's mission and high-level objects. However, the competency framework expert role matches with the Dublin Descriptors key element knowledge and understanding and applying knowledge and understanding.
- 2) JS: Assessing ILOs is not only about the course content but also about the way of teaching and assessments but the teaching method and assessment makes it difficult to determine, especially for the high-level objectives, whether the student has achieved the right level. Therefore, it would be better when assessing ILOs to integrate the question what would be the method of teaching and assessing that would be relevant to the ILO?

AHS: In the accreditation process and the RSM quality assurance process, the Academic Directors choose courses because they use a particular assessment method which matches with the ILO. However, the topic is still under discussion.

#### 4. MSc Management of Innovation ILOs adjustment – Juan Madiedo

JM updated the Committee on the ILOs adjustments in the MSc MI programme.

- 1) The programme would like to adjust ILOs due to a) Changes in educational expectations and labour market requirements require a continuous revision and update of Programme Objectives (individual focused education and market readiness), b) Accreditation bodies requirements (AACSB: The currency and relevancy of curriculum will focus on competencies and what learners will be expected to be able to demonstrate upon completion of their programme of study) and c) School's standardised planning and delivery of education (clear link with the school's mission and six roles of the Competency-Framework).
- 2) The current ILOs of the programme are in Figure 4.

Knowledge	Skills	Attitudes
1. Students possess a thorough and critical understanding of the core aspects of innovation management.	4. Students develop and apply processes, tools and organizational forms to transform businesses and society.	7. Students demonstrate ethics and integrity in science and business
2. Students know how to systematically analyse and explain the appropriateness of strategy and organization of innovation activities within a unit, firm or ecosystem.	5. Students communicate their ideas, solutions and visions effectively to inspire and lead diverse set of stakeholders to create positive change.	8. Students combine an entrepreneurial and innovative attitude with high scientific quality.
3. Students know how to identify unmet innovation needs, create ideas, evaluate their value, and execute those ideas.	6. Students evaluate and conduct research on innovation management using scientific methods	

Figure 4.

- 3) Based on the six roles within RSM's Competency-Framework, the programme has adapted its ILOs.
- 4) The school developed descriptions and guidelines for the competency-framework roles with key elements. The MSc MI programme used the stakeholders input from combined with RSMs competency framework key elements to develop a new definition of the competency-framework roles.
- 5) The competency-framework roles and new ILOs are a) Role Expert: ILO 1: Graduates create and capture value through collaborative initiatives that foster and sustain a culture of innovation. I) Create and capture value through innovation, II) Establish idea generation, selection, and implementation processes for managing innovation, III) Manage change within an organization and make its norms and processes conducive to innovation, IV) Manage stakeholder relationships to drive innovation, b) Role Positive Impact Agent: ILO 2: Graduates foster positive impact in society while upholding ethical awareness and integrity, I) Foster positive impact in organizations and society, II) Act with ethical awareness and integrity in organizations and society, c) Role Critical Thinker: ILO 3: Graduates critically analyse complex situations, identify improvement opportunities, and make evidence-based decisions that support problem solving and continuous improvement, I) Develop a comprehensive understanding of a specific situation, II) Apply logical reasoning and systematic approaches to identify and address improvement opportunities, III) Formulate recommendations and make decisions based on evidence, d) Role Communicator: ILO 4: Graduates communicate their ideas, solutions and visions effectively to inspire and lead diverse set of stakeholders to create positive change, I) Translate information into a narrative to the adequate level of abstraction, II) Apply sound communication principles toward all stakeholders involved, e) Role Collaborator: ILO 5: Graduates participate of collaborative efforts in which knowledge exchange, diverse perspectives, and feedback mechanisms are central to achieving goals and continuous improvement, I) Foster a collaborative environment in the pursuit of shared goals, II)

Exchange knowledge, perspectives, and information to achieve shared goals, II) Evaluate, reflect, and provide feedback on team performance to further improve collaboration and f) Role Leader: ILO 6: Graduates foster innovation and drive organizational change empowering teams, and prioritizing their well-being, I) Show self-leadership by engaging in continuous personal and professional development to drive and/or adapt to change, II) Show people-oriented leadership, empowering others to make use of their potential and caring for their well-being. ILO 6 will be implemented from academic year 2025-2026 because it takes more time to develop the activities that allow students to develop competencies as leaders.

Comments of the Committee:

- 1) GB: ILO 1,1 indicates that students create and capture value through innovation but doesn't specify how (it could be in a completely random way). Therefore, it would be better to add that students use theory to create and capture value.  
JM: Any description of the definition and level of performance that students should achieve specified in detail which theory and or tool is used. The reason why the ILO is general is because of flexibility. If a tool doesn't measure the right element, teachers can change it without changing the ILO structure.
- 2) MS: The criterion of ILOs being time-limited to the duration of the programme seems to be violated by referring to behaviour of graduates, i.e. ILOs begin with "Graduates ...". Therefore, it would be better to change the graduates into students.
- 3) MS wonders whether all the ILOs are necessary because they overlap with ILO 1 as the first ILO includes all elements and the other ILOs diver deeper into the topic.  
JM: All ILOs overlap ILO 1 partly; however, each ILO has its own element in which they support ILO 1.
- 4) MAS: Due to the Future Proof Project, it would be better if master programmes to exchange knowledge about the ILO development without losing their own master uniqueness.
- 5) JS: it seems that different master programmes have common ILOs. Therefore, it would be better if RSM creates a common RSM ILO pyramid which each programme could adjust to its own specific programme.
- 6) MS: ILO 6 is formulated too general. Therefore, it would better to reformulate ILO 6 specifically by adding the terms self-leadership and people-oriented leadership.  
JM: ILO 6 is formulated generally due to flexibility. This way, teachers could choose which leadership form suits the topic.

## **5. Students concerns about mental health challenges and the process of requesting accommodations for alternative assessments \_ Luca Fanelli**

LF informed the PC about students' concerns regarding mental health challenges and the process of requesting accommodations for alternative assessments.

- 1) At the in-class assignments of the MSc SCM programme, there is no extra time provided, for students with accommodations which means that these students should indicate to the professor that they need the extra time which is unpleasant due to privacy reasons and misunderstandings.
- 2) The in-class assignments could count for about 35% of the grade and it's very easy for students to cheat on the assignments using ChatGPT on their phones. Therefore, LF wonders whether RSM could provide a policy to prevent cheating on in-class assignments.
- 3) In the programme, there is course with mandatory lectures and the professor would like to be notified when students won't attend the class but this unpleasant for students due to their privacy and it doesn't benefit the class environment. In addition, it's allowed to miss three lessons in a mandatory course without providing a clarification.

Comments of the Committee:

- 1) MAS: students with accommodations should be more respected. Therefore, it would be better if students who need extra time during an in-class assignment should take the exam in a separate room.

After the discussion, the MSc PC decided to a) Invite people from the EB to discuss the topic cheating during in-class assignments and ask whether there is a policy for extra time during in-class assignment for students with accommodations and b) Ask Programme Management for classes where attendance is required to improve the attendance policy because teachers don't have a proper solution to implement it.

## 6. Formation of the subcommittees

During the meeting, the MSc PC members mentioned the following priority issues and topics they would like to work on:

- 1) In-class assessments
- 2) AI and assessments
- 3) Engagement with companies: a) How could the collaboration between RSM and companies be approved regarding lectures and trips?
- 4) PAC: a) How could PAC receive effective feedback from students, b) How could PAC make itself more visible to students in the programmes and c) Establishing a concrete set of guidelines for PAC on how to streamline and communicate formal exam complaints from students to professors / programme management / examination board.
- 5) Course evaluations: a) How could the timeline of the course evaluations be improved?
- 6) Recording of lectures.
- 7) ILOs: a) Checking the ILOs presentations with the LIT ILOs requirements to see whether the ILOs are adjusted appropriately.
- 8) Thesis: a) Thesis quality and assessments within and across programmes.
- 9) Mental health and save environment.
- 10) Career preparation: a) How could the connection between RSM and alumni be approved
- 11) TER: a) How to make the TER understandable for everyone, and b) There should be a better collaboration between the MSc PC, BSc PC and Faculty Council.
- 12) Innovation
- 13) Better communication between professors and students

Comments of the Committee:

- 1) EB: For this year, it would be better if in the beginning subcommittees investigate which initiatives on the topic already running within the school to prevent that more teams working on the same topic initiatives without knowing about each other.

During the meeting, the following subcommittees have already been established. However, not all MSc PC members have decided yet who will be part of which subcommittee (see table)

### Overview of the subcommittees and topics they intend to work on

Topics	Members
Career preparation, engagement with companies and alumni	Emanuel Ubert Andreas Distel Lot van Westerveld Mihail Pop Niccolo Di Leo
In-class assessments	Jeffrey Sweeney Jelle de Vries
ILOs	Evie Hommez
AI assessments	Evie Hommez

Thesis assessments	Jeffrey Sweeney Jelle de Vries Kathrin Borner
TER	Mihail Pop Maartje Schouten

## 7. Closing remarks

## 8. Action points

What	When	Who
MS will write a letter about the new ILOs in the MSc MI programme	By November	Maciej Szymanowski
AL will invite the EB to the next meeting to discuss the ChatGPT cheating and policy on extra time for students with accommodations during in-class assignments	By November	Annelie van der Leelie
MS will ask PM whether could establish an attendance notifying system for mandatory courses	By November	Maciej Szymanowski

## 9. Next meetings:

21-Nov -24, 10.00h

19-Dec-24, 10.00h

30-Jan-25, 10.00h

20-Feb 25, 10.00h

27-Mar-25 09.30h

17-Apr-25, 09.30h

22-May-25, 09.30h

19-Jun-25, 10.00h