

Minutes MSc PC – 21 December 2021

Online meeting via Zoom 10:00–12:00 hours

Present	Absent
MS: Maciej Szymanowski (Chair, MM, MScBA BAM)	VM: Viviana Mercuri (SE)
AL: Annelie van der Leelie (Minutes)	KK: Korcan Kavusan (MScBA MiM)
GB: Guido Berens (GBS)	RG: Rabia Guney (BIM)
AS: Ad Scheepers (PM)	(MScBA BAM)
SZ: Solomon Zori (MScBA AFM)	(MScBA P-MiM)
EMT: El Mehdi Trifaia (SM)	
LB: Laurens Boeren (MM)	
PC: Philipp Cornelius (BIM)	
JM: Juan Madiedo (MI)	
AB: Anne Burmeister (HRM)	
HD: Hilde Dales (SCM)	
FM: Florian Madertoner (FI)	
GH: Gabi Helfert (PM)	
CD: Carmen Damen (MScBA AFM)	
EJ: Elianne de Jong (HRM)	
AF: Andrea Da Fre (MI)	
FW: Frank Wijen (SM)	
SL: Simon Lang (GBS)	
YL: Yu Liu (SE)	
ANV: Antje Nikkels van der Veen (FI)	
MB: Marietje Bosma (MScBA P-MiM)	
JMP: Jan Müller-Popkes (MScBA MiM)	Guests
MP: Morteza Pourakbar (SCM)	LK: Lilian Paardekooper (SR chair)

1. Opening and announcements

The chair welcomes everybody present.

2. Approval of minutes from MSc PC meeting 23 November 2021 – see attachment

The minutes were approved.

3. SR guidance for MSc PC and PAC members – Lilian Paardekooper

LK informed the committee that SR has started creating a manual for MSc PC and PAC members. Currently they are working on the PAC manual to create consistency between the master programmes in terms of the MSc PC and PAC committees. Therefore, she has asked the MSc PC members whether they would like to add topics to the manual, for example about gathering feedback or the recruitment process.

Comments of the committee:

- 1) MS: In some master programmes there are no volunteers to join the MSc PC and/ or PAC committees. Therefore, it would be better to have another tool behind the scenes of the current recruitment process to attract students, for example, additional advertising or sharing extra information.

- 2) HD: In order to improve the recruitment process, the MSc PC manual could include messages about the role description of the students in the committee. This information could then be shared with the students at the beginning of the new academic year.
- 3) LB: During the PAC recruitment process in the MM programme, students who had applied for the MSc PC were asked to participate in the PAC. In addition, calls were placed on Facebook and the WhatsApp group.
- 4) LB: The questionnaire response rate is very low in the MM programme. However, PAC is trying to find a solution for this problem.
- 5) GH: To improve the recruitment process, it would be better if SR presents itself during the programme-specific kick-off activities and informs the students about the MSc PC with information on how the PC is organised, the successes of the committee of the previous year and that students can make a difference if they join the PC.
- 6) MS: After the Kick-off session, a Q&A session could be organised for interested students in which the role of the committee and its members are explained in detail.
- 7) JMP: It would be better to establish an exchange between predecessors and current students where they can share information about workload and role description.
- 8) SZ, GH, MS: SR could use MS Teams to keep track of what the PAC has done in the recent years, thus new members can also find this information.

4. Reflection on the presentation of future education by Michel Lander

The MSc PC reflects on the discussion they had with the Dean of Education Michel Lander during the last MSc meeting on the future education.

Comments of the committee:

- 1) EMT is positive about the competency-based approach in future education at RSM because especially master students would like to develop professional skills which are important for the labour market. However, he is concerned that the competency-based approach will result in standard skills profiles of students, which will prevent the masters from differentiating from each other which could lead to a homogenous group of professionals.
- 2) FW: If the possibility of independent academic research will be reduced, it will be difficult to maintain the integrity and quality of academic education as it will increasingly resemble higher vocational education. In addition, the knowledge-based approach is important because students learn skills which they will need during their career, for instance critical reflection.
- 3) AB: The university should continue to provide academic education to distinguish itself from higher vocational education. However, during the education, the focus should also be on the student's competence.
- 4) SZ: RSM should work simultaneously with the competency-based and knowledge-based approach. For instance, students in the MSc BA AFM programme learn the theory in the core courses and apply this knowledge in practice during the electives.
- 5) GB: It would be better to shift the education to the competency-based approach if there is sufficient room for academic reflection
- 6) EJ: The HRM programme could be used as an example of simultaneous competency- and knowledge-based education because the courses are practical structured yet academic
- 7) HD: The current system still has its value because the labour market still demands academically trained personal. However, RSM should focus more on the competency-based approach because the bachelor educations are too knowledge focused
- 8) LB: The focus of RSM should be on the knowledge-based approach because it is an academic education. However, LB is positive towards combing the two approaches, for instance in a case study
- 9) MS: If RSM were to use only programmatic assessment the academic rigour would be reduced because the

teachers wouldn't be able to determine how much academic knowledge the students have. Therefore, it would be better to assess theory and practice separately

- 10) AF: Whether the competency-based and knowledge-based education could be combined depends on the number of students per master but it works well in the MI master.
- 11) MS wonders whether programmatic assessment is the solution to the problem of the over-assessment
- 12) FM: RSM could reduce over-assessments by working with interdisciplinary assessments
- 13) HD: In the programmatic assessments system, subjective assessments and piggybacking should be avoided. A solution to this would be to add an individual assignment such as an essay
- 14) JM CD: Subjectivity could be reduced by a) assessing the student's argumentation and b) Using a template that states what is expected of students and how the assignment will be assessed

5. Discussing plans of PC subcommittees

An overview of what the subcommittees have done until now:

- 1) The HOKA subcommittee: In November the subcommittee was updated on the HOKA plans for 2022. In addition, the Dean of Education Michel Lander informed the committee on the new design of the HOKA programme in which the focus will shift from the small individual projects to the RSM-wide projects
- 2) The Impact subcommittee reviewed last year's annual report
- 3) The Online Education Social interaction subcommittee planned an offline event for students which is postponed due to the COVID-19 measurements. However, the subcommittee would like to avoid an online event because students aren't interested in it anymore.
- 4) The plans of the PAC SR Collaboration subcommittee were discussed under topic 3 the SR guidance for MSc PC and PAC members
- 5) The Competency Framework and Transition to programmatic assessments subcommittees would like to collect their feedback on the topic Reflection on the presentation of future education and share this information with the departments and PACs
- 6) The Diversity and Inclusion subcommittee would like to research by a questionnaire whether the groups for assignments are sufficiently diverse

6. Closing remarks

7. Action points

What	When	Who

Next meetings:

25-Jan-22, 10.00h	24-May-22, 10.00h
22-Feb-22, 10.00h	28-Jun-22, 10.00h
22-Mar-22, 10.00h	
26-Apr-22, 10.00h	