



NVAO • THE NETHERLANDS

INITIAL ACCREDITATION

WO-MASTER

SUSTAINABILITY MANAGEMENT

Erasmus University Rotterdam

FULL REPORT

16 JANUARY 2025

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1 Peer review

The Accreditation Organisation of the Netherlands and Flanders (NVAO) determines the quality of a new programme on the basis of a peer review. This initial accreditation procedure is required when an institution wishes to award a recognised degree after the successful completion of a study programme.

The procedure for new programmes differs slightly from the approach to existing programmes that have already been accredited. Initial accreditation is in fact an ex ante assessment of a programme. Once accredited the new programme becomes subject to the regular review process.

The quality of a new programme is assessed by means of peer review. A panel of independent peers including a student reviews the plans during a site visit to the institution. A discussion amongst peer experts forms the basis for the panel's final judgement and the advisory report. The agenda for the panel visit and the documents reviewed are available from the NVAO office upon request.

The outcome of this peer review is based on the standards described and published in the limited NVAO Assessment framework for the higher education accreditation system of the Netherlands (Stcrt. 2019, nr. 3198). Each standard is judged on a three-point scale: meets, does not meet or partially meets the standard. The panel will reach a conclusion about the quality of the programme, also on a three-point scale: positive, conditionally positive or negative.

NVAO takes an accreditation decision on the basis of the full report. Following a positive NVAO decision with or without conditions the institution can proceed to offer the new programme.

This report contains the findings, analysis and judgements of the panel resulting from the peer review. It also details the commendations as well as recommendations for follow-up actions. A summary report with the main outcomes of the peer review is also available.

Both the full and summary reports of each peer review are published on NVAO's website www.nvaio.net. There you can also find more information on NVAO and peer reviews of new programmes.

2 New programme

2.1 General data

| | |
|-----------------------|-------------------------------------|
| Institution | Erasmus University Rotterdam |
| Programme | WO-Master Sustainability Management |
| Variants | Parttime |
| Degree | Master of Science |
| Tracks | - |
| Locations | Online |
| Study load | 60 EC ¹ |
| Field of study | Economy |

2.2 Profile

The master in Sustainability Management of Erasmus University Rotterdam is designed to empower professionals with the knowledge, skills and attitudes necessary to lead impactful progress on social and environmental challenges within their organisations. Tailored for those aiming to advance their expertise in reshaping business strategies towards sustainability, the programme prepares professionals to tackle sustainability risks and seize opportunities for sustainable value creation. Graduates will develop a deep understanding of corporate considerations, strategies and responsibilities in response to global economic, social and environmental issues, equipping them to integrate sustainability into their organisations, collaborate on complex challenges and initiate projects that drive positive change. This post-experience programme will be offered entirely online by the Rotterdam School of Management (RSM). Non-funded programmes delivered by RSM BV fall under the limited assessment framework for accreditation based on EUR's positive ITK assessment. These programmes adhere to a quality assurance approach aligned with that of the publicly funded programmes at Erasmus University. Additionally, we have been informed that students enjoy the same legal and participatory rights and to those of their peers at Erasmus University, because the programme itself is managed by the university and the RSM provides support for the online facilities, including teacher training, pedagogical design support and technical IT support.

2.3 Panel

Peer experts

Prof. Dr. Rob Koper (chair), Emeritus professor of the Open University. Was Dean of Education, Director of the E-learning Research Institute and distinguished (university) Professor. Professional focus is on educational innovation, learning sciences, ICT in education and data science;

Dr. Kelly Beekman, Lector Technology-enhanced assessment, Fontys Teaching College Tilburg;

Prof. Dr. Valérie Swaen, Full professor in Management, Member of the Louvain Research Institute in Management & Organizations, UCLouvain (Louvain-la-Neuve, Belgique) and IESEG School of Management (Lille, France);

Prof. Dr. Laura Marie Edinger-Schons, Professor of Sustainable Business as well as Chief Sustainability Officer of the University of Hamburg;

Mark Alexander Dzoljic, student MA Political Science University of Amsterdam

Assisting staff

Ikrame Faris, secretary

Reina Louw, NVAO policy advisor and process coordinator

¹ European Credits

Site visit

Rotterdam, 12 December 2024

3 Outcome

The NVAO approved panel reaches a positive conclusion regarding the quality of the programme master Sustainability Management offered by Erasmus Universiteit Rotterdam. The programme complies with all standards of the limited NVAO framework.

The master programme in Sustainability Management equips professionals with the knowledge, skills and attitudes to drive meaningful solutions to social and environmental challenges. Specifically designed for those seeking to advance their expertise in transforming business strategies, the programme enables participants to integrate sustainability into organisational practices and drive positive change. The graduate profile was based on thorough labour market research and echoes labour market demands for professionals capable of catalysing sustainability-driven change. The intended learning outcomes are carefully crafted and align with international professional needs, demands and standards. The panel recommends making the attitude-related learning outcomes more explicit, for example by referencing the inner development goals. Finally, it stresses the importance of ongoing, sustainable collaboration with the professional field to ensure the programme remains relevant and up to date.

The programme offers a well-structured, flexible online curriculum with a strong focus on sustainability integration in business practices. The curriculum is comprehensive, combining theoretical knowledge with practical applications across various sustainability levels, and the professional development trajectory effectively builds critical soft skills. The panel is particularly impressed with the flexibility of the programme, its innovative pedagogical approach, and the state-of-the-art design of the online learning platform, Canvas, which facilitates an engaging and collaborative learning environment. The teaching staff is qualified, and the integration of diverse perspectives is a key strength. The panel further recommends incorporating more real-world cases, particularly from contexts like the Global South, and enhancing the involvement of industry practitioners to further enrich the learning experience. The panel also highlights the importance of being mindful of the implications of scalability of the programme to ensure the quality of teaching remains consistent as student numbers grow.

The programme has a clear and well-structured assessment policy, aligned with the educational philosophy. A variety of assessment methods, including individual assignments, reports, case studies, and group work, are used, with both formative and summative assessments. The Examination Board ensures the quality and reliability of assessments, including final projects, which are evaluated using clear rubrics and criteria. The panel commends the assessment system and recommends improving consistency in (formative) feedback through regular calibration sessions among teaching staff. It also suggests introducing innovative assessments for soft skills, exploring AI integration in assessments and enhancing triangulation with industry experts to improve reliability and alignment with international standards. Finally, the panel finds the quality assessment procedures robust, but due to the novelty of fully online assessment, it advises maintaining close oversight of the process.

| Standard | Judgement |
|----------------------------------|--------------------|
| 1. Intended learning outcomes | Meets the standard |
| 2. Teaching-learning environment | Meets the standard |
| 3. Student assessment | Meets the standard |
| <i>Conclusion</i> | <i>Positive</i> |

4 Commendations

The programme is commended for the following features of good practice.

1. Relevance of programme – The programme addresses an important (societal) demand for professionals who can integrate sustainability into business practices, aligning with labour market needs.
2. Flexible, comprehensive curriculum – The well-structured online curriculum combines theory with practical applications, fostering both professional and interpersonal skills development.
3. Pedagogical approach – The learning design principles, including flexible pedagogies, are considered highly appropriate and suitable to achieve the ambitions of the programme.
4. State-of-the-art e-learning platform – The Canvas e-learning platform and its design fosters an engaging and collaborative online learning environment, ensuring students have access to the latest tools and resources.
5. Teaching staff – The enthusiasm, dedication and expertise of teaching staff are noteworthy, instilling confidence in their ability to ensure student engagement.

5 Recommendations

For further improvement to the programme, the panel recommends a number of follow-up actions.

1. Stronger involvement of the professional field – Safeguard continued and sustainable involvement of the professional field, for example as teachers or assessors, to ensure the programme is kept up-to-date.
2. Attitude-related learning outcomes – Make the attitude-related learning outcomes more explicit, for example by referencing the inner development goals, to better align with the professional and personal competencies expected in the working field.
3. Calibration sessions – Implement regular calibration sessions for teaching staff to ensure consistent and standardised feedback across all assessments and individualised support for participants enabled through exchange amongst teaching staff .
4. Scalability of the programme – Be mindful of the challenges of scalability to ensure continued consistency of teaching quality as student numbers grow.

6 Assessment

6.1 Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Judgement

Meets the standard.

Findings, analysis and considerations

The master programme Sustainability Management, offered by Erasmus University Rotterdam, aims to equip professionals with the knowledge, skills and attitudes to become so-called *positive impact agents* who drive and accelerate solutions to social and environmental challenges within their organisation. Specifically tailored for professionals that seek to enhance their expertise in transforming business strategies and practices towards sustainability, the programme equips participants to support business leaders in addressing sustainability challenges and seizing new market opportunities through sustainable value creation. Graduates will gain critical understanding of corporate strategies and responsibilities in response to global economic, social and environmental challenges. They will be prepared to integrate sustainability into their organisations, collaborate on addressing complex issues and launch initiatives that foster meaningful, positive change.

The decision to offer this master programme was based on comprehensive market research, which included discussions with academic leaders at RSM, an analysis of competing English-taught sustainability master's programmes, an international survey of prospective students and interviews with various (industry) stakeholders. The programme is offered entirely online, making it accessible to a wide range of professionals, including those in geographically distant locations. It aligns closely with the strategic objectives of the RSM, the hosting faculty which reinforces RSM's commitment to the UN's 17 Sustainable Development Goals, recognising the essential role organisations play in achieving these global objectives.

The panel appreciates the rationale behind the programme and the envisioned graduate profile. The programme has a clear emphasis on strategic sustainability, addressing double materiality, risks and opportunities, and excels in fostering academic rigor. During the site visit, it was clarified that the programme does not intend to develop advanced research skills among students but rather focuses on enhancing their ability to critically assess research. The panel finds the programme well-suited to its target audience of professionals already active in the field.

The profile of the programme is translated into eight intended learning outcomes (ILOs), divided into three categories: (1) knowledge-related learning outcomes, (2) skills-related learning outcomes and (3) attitude-related learning outcomes. These ILOs were carefully developed by a working group consisting of core faculty members and representatives from the RSM Learning and Innovation Team, with input from the professional field. They adhere to competency-based education, which emphasises the development of practical skills and abilities directly applicable to real-world contexts. Additionally, the Green Skills framework was used to help inform the formulation of the ILOs. A matrix illustrates how each module relates to the ILOs of the programme.

The panel commends the programme for its efforts in developing the ILOs, recognising the depth and care that went into this process. However, the panel found the ILOs to be somewhat abstract in nature and suggested that they could benefit from greater specificity. This particularly applies to the attitude-related learning outcomes, which the panel recommended to focus on the inner development goals and

soft skills required to foster change within organisations— skills essential for navigating challenging themes in complex environments. For example, negotiation skills are crucial in this context. The panel recommends that these important skills be more clearly articulated in the ILOs. That said, it was pleased with the clarification of ILO1, where ‘different perspectives’ was defined as encompassing a wide variety of disciplines, methodologies and backgrounds. The panel supports this approach. As a whole, the panel establishes that the intended learning outcomes are in line with Dublin descriptors at master level and fit the intended graduate profile.

Contrary to what was described in the information file, the role of representatives from the professional field, appeared limited during the site visit. The panel believes that their significant involvement could have been better showcased during the site visit. The panel strongly urges the programme to establish ongoing, systematic and sustainable engagement with the professional field, for example, by establishing an Advisory Board. This would help ensure that the programme remains aligned with evolving needs and expectations within the domain of sustainability, enhancing its relevance and impact in the long term.

Based on these observations, the panel lauds the efforts of RSM for developing a master programme in Sustainability Management that effectively responds to the growing demand for expertise in sustainability. The programme is thoughtfully designed, aligning with both academic standards and professional expectations, and its unique online format makes it accessible to professionals globally. The panel appreciates the objectives of the programme, as well as its carefully crafted intended learning outcomes. The panel encourages ongoing, structured collaboration with industry professionals to ensure the programme continues to adapt to the dynamic developments within the sustainability sector.

6.2 Standard 2: Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Judgement

Meets the standard.

Findings, analysis and considerations

The master Sustainability Management is a part-time, 60 EC online programme that can be completed in two years. The programme consists of six modules of 6,5 EC each and a final project of 11 EC. In addition, students follow a professional development trajectory of 10 EC that runs as a common thread through the programme. The first year of the programme focuses on building a solid theoretical foundation. Students will explore sustainability from various theoretical perspectives across multiple levels in four modules: the systems level in the course *Business and Systems Change*, the organisational level in *Implementing Sustainability Strategies*, the inter-organisational level in *Governance for Sustainability* and the interpersonal/leadership level in *Business Ethics and Responsible Leadership*. The modules address sustainability management using both descriptive and explanatory approaches as well as a normative approach.

Students build on this foundation by deepening and applying their knowledge to various social and environmental issues in modules 5 and 6, focusing on topics such as income inequality & poverty and biodiversity loss. The professional development trajectory forms an integral part of the programme, encouraging critical analysis of business strategies and allowing students to develop new skills and reflect on their learning. The trajectory consists of three components: (1) professional development competences, (2) personal reflection diary and (3) research competency workshops. These components are delivered through nine one-week skills crash courses and nine reflection weeks. Courses include *persuasive communication* and *critically assessing research papers*. The first crash course helps students

enhance verbal, non-verbal and written communication skills by delivering a recorded presentation and written report on a sustainability case. Course themes include how to understand one's audience, synthesize messages, design impactful slides, and write clear, concise prose. In the latter course students will develop key skills for critically reading academic articles, focusing on identifying assumptions, evaluating methodologies, assessing results and understanding contributions to the literature. In the final project of 10 EC, that integrates all learning outcomes, students apply the knowledge and skills acquired throughout the programme to address a real-world challenge. This may involve designing and evaluating an intervention, developing a practical solution or conducting more fundamental research.

The panel finds the curriculum to be carefully thought-out. Its design aids in building the necessary knowledge and competences to achieve the intended graduate profile. Soft skills are well-covered in the professional learning trajectory, which the panel deems essential for students to fulfill their roles effectively. However, the panel suggests there is an opportunity to further broaden students' perspectives by incorporating a wider variety of learning formats and increasing the practical orientation, including real-world cases. This could involve collaboration with partner organisations across diverse sectors and regions, particularly those in the Global South, as well as a stronger focus on system innovators, such as social entrepreneurs, who drive change in complex environments.

The programme follows an evidence-informed pedagogical model that is continuously refined and adapted to meet the evolving needs of students, ensuring they achieve the intended learning outcomes. The pedagogical model is built on three key principles: (1) flexible pedagogies, (2) student-centered collaborative learning in an international classroom and (3) differentiation in content and assessment. Flexible pedagogies combine asynchronous and synchronous learning, offering students the flexibility to study at their own pace while maintaining a structured module sequence for cohort cohesion. Student-centered, collaborative learning empowers students to take charge of their education through active participation and self-regulation and leveraging the diversity of the international classroom for critical reflection and peer collaboration. Differentiated content and assessment provide various learning resources and assessment formats, allowing students to engage with materials and demonstrate competencies in ways that suit their needs.

The teaching and learning experience is hosted on the Canvas virtual learning platform, the online campus of Erasmus University. The platform also supports an online community where students, alumni and staff connect to share projects and experiences. Key initiatives include informal discussion boards like the 'Student Café', an online community monitored by academic advisors and opportunities to attend exclusive networking events and campus activities. Once enrolled, students are assigned an academic (study) advisor who offers guidance on study management, academic writing, and mental health support through check-ins. IT support and disability services are available to address any technical issues or accommodations, and a student funding manager assists with scholarships and funding options. Prior to the start of the programme, an online induction classroom helps students familiarise with essential academic resources, communication channels and policies, allowing them to adjust at their own pace.

The panel is highly appreciative of the pedagogical model of the programme, particularly the principle of *flexible pedagogy*. This approach is tailored to the needs of prospective students, allowing for a suitable and feasible learning experience. A standout feature is the active involvement of learning designers, technical business consultants, programmers and studio staff in developing the courses. This collaborative effort ensures the creation of high-quality, engaging courses. Additionally, the panel was impressed by RSM's technological resources, including top-tier video production and website design, which students can fully benefit from. Based on discussions throughout the day, the panel was reassured that online students have access to the same facilities and services as on-campus students. Additionally,

it was affirmed that students of the programme benefit from all quality assurance mechanisms, including participation in a Programme Committee. This will support continuous improvement of the programme. The panel offers several recommendations. It suggests remaining mindful of community-building efforts to increase the sense of belonging. The panel also advises transparent communication with prospective students about what to expect during their studies to better manage expectations. Furthermore, aggregated learning analytics within the Canvas environment could be more effectively utilised to track student progress and provide support. Lastly, the panel recommends leveraging the opportunities offered by the international classroom, such as organising virtual site visits to companies, to further enrich the learning experience.

RSM faculty members teaching in the programme are expert scholars with doctorate degrees and industry experience. The team has developed the content and assessments for all modules, in close collaboration with the Learning and Innovation team. Teaching staff undergo continuous professional development, including training in technology, emerging pedagogies, online communication, cultural sensitivity and online assessment. Peer collaboration is encouraged to exchange best practices and enhance teaching abilities. Examiners receive specialised training through MicroLabs, workshops and RISBO programmes of the EUR, which help develop and update teaching and assessment expertise. When speaking to representatives of the teaching staff, the panel encountered great enthusiasm. The teachers were closely involved in the development process and appear highly committed in making this new programme work. Despite the novelty of online teaching, the team made a positive impression, and the range of supporting services and facilities instilled confidence in the panel that they are well-equipped to fulfill their role. In the current design, the inflow of practical insights relies solely on lecturers from RSM. However, the inclusion of practitioners in the teaching process could be beneficial. Integrating practitioners would add value by allowing them to share real-world cases, challenges they face and strategies for overcoming them, fostering rich discussions with students. Further, the diversity of the teaching team with regard to gender and ethnicity so far is rather limited and should be strengthened in the future. So far, the majority of teaching staff is white and male, especially on senior level. The panel expressed concerns about the feasibility and scalability of the programme in the event of a significant increase in student numbers. While the programme will begin with relatively small cohorts of no more than 35 students, management has expressed intentions to grow to approximately 100 students. However, the panel is uncertain whether the same level of teaching quality and learning experience can be maintained with a larger cohort. It advises the management to carefully consider this scenario and take proactive measures to mitigate potential risks.

The language of instruction is English. The programme management substantiates this choice by arguing that the profile of the programme and the internationally diverse influx of students who will be working in a global labour market, necessitate an English-taught programme. The panel supports the considerations of the management and finds the name of the programme equally appropriate.

In sum, the panel is convinced that the programme offers a robust teaching and learning environment. The well-thought-out didactic approach, carefully designed curriculum and the dedication of the teaching staff are commendable and will enable students to achieve the intended learning outcomes. The panel appreciates the pedagogical model and the programme's alignment with the needs of a diverse, international student body. The panel has suggested several improvements, including better leveraging the international classroom through activities like virtual site visits, more systematic involvement of practitioners in teaching and maximising the potential of learning analytics in Canvas. Additionally, the panel advises the management to address scalability challenges to maintain teaching quality and the student experience in the event of increased enrollment. Overall, the panel judges this standard as met.

6.3 Standard 3: Student assessment

The programme has an adequate system of student assessment in place.

Judgement

Meets the standard.

Findings, analysis and considerations

The assessment policy of the master Sustainability Management aligns with the educational concept of the programme and is guided by several key principles: online Q&A sessions support the learning process, graded assignments are required for all modules and each module features both individual and group activities. Formative assessments are included in every module, with methods aligned to module objectives and overall learning outcomes. Finally, assignments are checked for originality using Turnitin. The assessment plan ensures students can achieve the intended learning outcomes. Each course includes a detailed syllabus outlining entrance requirements, learning objectives, assessment methods, required literature and information about the teaching staff. Assessment matrices and rubrics link module objectives to learning outcomes and articulate the expectations for assignments by listing criteria and standards. Templates of the syllabi, matrices and rubrics are provided by RSM. Various assessment types, such as assignments, reports and case studies, are employed, including data analysis, presentations, papers and group discussions. At RSM, the post-experience programmes are overseen by a single Examination Board, which includes academic staff from RSM and one external academic member.

The panel considers the faculty-wide assessment policy to be sound and clear. It also finds the adoption of both formative and summative assessment suitable, given the educational philosophy of the programme. The variety of assessment methods, including oral exams, group work and student presentations, aligns with the intended learning outcomes and the holistic approach of the programme. The inclusion of rubrics and second examiners strengthens transparency, while the integration of feedback and reflection supports ongoing student development. That said, the panel emphasises the need to critically review the alignment between assessment methods, intended learning outcomes, and the potential impact of AI on both the design and evaluation of assessments. Decisions regarding learning, the choice of assessment formats, and the quality of assessment should consider whether the selected methods still reliably demonstrate that student outcomes align with the intended learning goals. If the use of AI introduces uncertainty about the authenticity or quality of the demonstrated learning, the assessment format should be carefully reevaluated. Conversely, if the current format can unequivocally ensure that student outcomes reflect the intended learning goals without compromising the integrity of the learning process, the format may be retained. The panel recommends that this critical evaluation occur systematically at both the individual course level and program-wide, ensuring ongoing alignment and quality assurance in light of evolving technological possibilities. Concretely, the panel recommends focusing on consistency in the quality of feedback provided by teaching staff. This could be achieved through regular calibration sessions, which could include discussions on how formative assessment feedback can be utilised to inform instructions and guide students in their learning process. The panel also suggests introducing additional innovative assessments to assess soft skills, such as role-playing exercises. It further encourages exploring the potential of AI in assessment, moving beyond oral exams, while noting that the existing balance between oral and written assignments is a notable strength. Finally, it advises improving triangulation by involving multiple assessors, including industry experts, to enhance the reliability, validity and alignment with international standards.

The final project in the fourth semester serves as an integrative assessment, allowing students to apply all the learning outcomes. Students begin with four preparatory workshops on quantitative and qualitative methods, using visuals for sustainability and sustainability communication. Each student is matched with a supervisor and collaborates with a partner company, either their employer or one arranged through the programme. The project involves analysing the company through the lens of the six modules of the

programme, using data from interviews, corporate documents, quantitative data or external sources, culminating in a written report. The project is evaluated on topic selection, scientific approach, subject knowledge, research methods, contribution to the field, reporting style and presentation, which takes place in a public online meeting. A committee of experts, including the supervisor and an independent member, assesses the project. Each final project is screened for plagiarism using Turnitin before evaluation. The programme follows AI policies established by RSM and EUR, ensuring proper use of AI in assessments.

RSM follows a continuous improvement cycle to ensure assessment quality. Examiners and examinations are evaluated through tools like the 'tentamen monitor' and peer reviews, with professionalisation opportunities provided as needed, including the Examiners Event. The Board advises the Dean and meets at key points during the academic calendar, with the registrar supporting the Board. The registrar monitors student progression, reviews grading patterns and presents overviews to both the Examination Board and management. This allows the Board to address irregularities, and the management to take timely action. The academic directors, coordinators and registrar also ensure alignment by reviewing course outlines and final exams. The quality management of assessment is further ensured through annual reviews, using tools like the curriculum map and assessment matrix to ensure alignment with learning outcomes. Continuous improvement is supported by an annual Assurance of Learning process, which evaluates performance and guides adjustments to teaching and curriculum.

The panel positively evaluates the assessment of the master thesis and determines that it meets master level requirements, with the comment that the programme should provide support where necessary for students who have not secured a partner company. RSM has a strong network of alumni around the world to activate in this case. It also establishes that validity, reliability and transparency are guaranteed in several ways, for example by using clear assessment criteria in the form of rubrics and by providing clear information on examinations in matrices, course manuals and thesis guidelines. The quality assurance system is robust and well-established, supported by mechanisms such as periodic evaluations and training. The panel is confident that these procedures safeguard assessment quality, though it advises maintaining close oversight of the online assessment process due to its novelty.

The panel concludes that the programme has a sound and transparent assessment system in place. A wide variety of assessment methods, both formative and summative, is deployed and validity, reliability and transparency are guaranteed by several procedures. The panel established that the Examination Board has the necessary level of independence, fulfills its tasks in line with its statutory duties and plays an important role in ensuring assessment quality. The panel positively evaluates the master thesis assessment. To further enhance quality, the panel recommends ensuring consistency in (formative) feedback, introducing innovative methods to assess soft skills, exploring the use of AI and triangulation with multiple assessors, including industry experts. Finally, although the panel is positive about the quality assurance mechanisms, it recommends keeping a close watch on the online assessment process due to its novelty for the teaching staff. Overall, the panel judges this standard as met.

6.4 Degree and field of study

The panel advises awarding the following degree to the new programme: Master of Science
The panel supports the programme's preference for the following field of study: Economy

Abbreviations

| | |
|------|-------------------------------------------------|
| AI | Artificial Intelligence |
| EC | European Credit |
| EUR | Erasmus University Rotterdam |
| ILO | Intended Learning Outcomes |
| NVAO | Netherlands Flanders Accreditation Organisation |
| RSM | Rotterdam School of Management |

The full report was written at the request of NVAO and is the outcome of the peer review of the new programme
M Sustainability Management of
Erasmus Universiteit Rotterdam

Application no: AV-2370



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

Parkstraat 83 • 2514 JG Den Haag
P.O. Box 85498 • 2508 CD The Hague
The Netherlands

T +31 (0)70 312 23 00
E info@nvao.net
www.nvao.net