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File Curriculum BSc Split
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Dear Prof. Dr. P. J. van Baalen,

As discussed in the Overlegvergadering (October 9th) Faculty Student Council (FSR FEB) have a few notices about the current 2nd/3rd year curricula of the new bachelors.

First of all, we believe that the BA programme is very well-rounded and contains a great portfolio of courses. Students are exposed to study and understand various attributes of the complex business process on different levels. In our opinion, this programme is likely to achieve big success and valuably enrich students' knowledge.

However, the FSR does not support the curricula of EBE bachelor. There is a number of problematic areas in both, 2nd- and 3rd year, curricula. Consider the points below:

1. 2nd year: Statistics 2 and Econometrics in same semester:
2. 2nd year: Econometrics and International Money in the same block:
3. 3rd year: minors/electives/tracks.

Analyses of the problems

1. 2nd year: Statistics 2 and Econometrics in same semester

The two mentioned courses are highly interrelated and sometimes can complement each other. Much material discussed in the Intermediate Statistics (IS) can be later found in Econometrics, while Econometrics go in depth and explain some definitions of assumptions used in IS. It is fine if a student manages to pass the IS and then continues with Econometrics. However, if the opposite is the case, then student is likely to fail both of the courses instead of one.





The resit of IS will take place in January and, thus, prevents students from passing and understanding IS before taking econometrics. In other words, students, who failed in the first exam will not have an opportunity to pass IS in the resit before taking econometrics. Therefore, the FSR strongly encourages to shift econometrics to the second semester of the second year.

2. *2nd year: Econometrics and International Money (IM) in the same block:*

FSR thinks that the two mentioned courses should not be in the same block due to the complexity and excessive workload.

Econometrics is already a relatively complex subject for 3rd year students and, as mentioned before, it is perceived as one of the most challenging courses of the whole bachelor. The median grade for econometrics midterm was 5.3 and the average was 5.257 in the year 17-18. A similar situation can be shown for the IM as mean grades for final and resit in years 2014-2017 were 5.8 and 4.8 correspondingly.

The above mentioned results can be explained by high quantity of material that is often hard to understand and requires time to be processed. The workload of two such courses is simply too tough to handle. Moreover, for it is hard to select the most useful material and divide the efforts and time between the two courses. If this curriculum remains, many students will be exposed to failure of one or even both courses, while very good students will achieve lower grades than their potential reflects. As a result, this will negatively affect the overall performance in the 2nd year and decrease the level of motivation and self-confidence of students, causing many problems in the sequential blocks. Having said that, this can only deepen the second year dip, which should be tried to be avoided according to the memo (29th Sept). Therefore, we strongly recommend not to put these courses in the same block and look for a better allocation of the courses in the 2nd year.



3. *3rd year curriculum*

In regards to the third year curriculum of E&BE and BA the FSR FEB will only give a preliminary advice. The programme and track with the biggest flaws in the third year

curriculum is the economics track in E&BE. The FSR FEB is dissatisfied with the current shape of the curriculum due to numerous reasons. But most importantly:

1. There are no specialisation options for economics majors. We believe that it is vital to give students the option to specialise further in the third year of their bachelor's degree. This is due to the fact that students would be guided to select courses that have similarities and jointly make them experts in a particular branch of economics. Currently, students in the third year are not offered any guidance from the faculty in respect to course selection. Therefore many students select their electives based on the difficulty of courses, and not on the joint academic benefit. Specialisation options also entail the benefit of officially certifying students of their expertise in a particular branch of economics via their diplomas, positively influencing their later academic or professional career. This could be achieved through the inception of minors, which will be laid out in the future proposal.
2. Furthermore, the FSR FEB believes that the current list of recommended electives offered by the faculty is not diverse enough. Especially in the areas of environmental sustainability as well as pluralist economics we suggest increasing the available number of courses, among other viable opportunities.

Please keep in mind that the FSR FEB is currently working on a concrete proposal of how to improve the third year curriculum of the economics track in E&BE and mitigate the aforementioned limitations in its current shape. This is why we consider our advice on the third year curriculum preliminary.

In conclusion, the FSR FEB is in favour of Curriculum of Business administration bachelor, but has serious concerns about the Economics & Business Economics course



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allocation in the 2nd year and limited supply of minors/elective courses in the 3rd year. If there are any questions, do not hesitate to contact us.

On The Behalf of FSR FEB 17-18,

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