

# Development report Master Environmental and Energy Management (MEEM)

University of Twente

8 April 2025

## Set-up

During the site visit of the Master Environmental and Energy Management (MEEM) on 8 April 2025, panel and programme representatives engaged in a thematic session on a comprehensive curriculum revision and the introduction of learning trajectories. Representatives from the programme management, teaching staff and students participated in the session. The theme was introduced by two teaching staff members from the programme, followed by a discussion between the participants and panel in three mixed groups of panel members, staff and students. After this discussion the groups came back together to jointly discuss the outcomes.

## Introduction

The following changes are proposed for the curriculum structure:

- Updating the curriculum by better defining and aligning the build-up of skills in the curriculum through learning trajectories based on 21<sup>st</sup> century skills and other relevant frameworks
- Enhancing challenge-based learning and streamlining the specializations (similar structure and teaching methods, strengthening connections to external stakeholders)
- Improving and expanding the Personal Development Electives
- Improving the application of blended learning

## Discussion

The groups discussed the implementation and effects of these changes for the following curriculum elements:

- *Learning trajectories*: identifying relevant skills to develop in the programme, and how to integrate them into the curriculum and make them visible for students and teachers.
- *Content knowledge taught in courses*: resizing of several compulsory and elective courses, merging and restructuring where necessary, and enhancing the alignment between courses and with the general programme philosophy.
- *The Case Project course*: stretching the course over two quartiles to balance the study load, and the effects of decreasing the number of ECs dedicated to the course.

The results will be used by the programme in the further discussion on the curriculum revision and learning trajectories.