

## Oplysninger fra CVR

CVR-nummer

19596915

Virksomhedens navn

Copenhagen Business School Handelshøjskolen

Virksomhedens adresse

Solbjerg Plads 3, 2000 Frederiksberg

## O. Ansøgningens type

Der ansøges om

- ☐ Ansøgningsskema 1 bacheloruddannelse 180 ECTS-point
- ☐ Ansøgningsskema 2 kandidatuddannelse 120 ECTS-point
- ☒ Ansøgningsskema 3 kandidatuddannelse 75 ECTS-point
- ☐ Ansøgningsskema 4 erhvervskandidatuddannelse 75-120 ECTS-point
- ☐ Ansøgningsskema 5 erhvervskandidatuddannelse som kombinationsuddannelse (1+2) 120 ECTS-point
- ☐ Ansøgningsskema 6 erhvervskandidatuddannelse som kombinationsuddannelse 75-120 ECTS-point

Ansøgningsrunde

2026-2

## 1. Grundoplysninger for uddannelsen

Navn på institution

Copenhagen Business School Handelshøjskolen

Udbudsted

2000 Frederiksberg

Bynavn

Frederiksberg

Angiv evt. supplerende bynavn

Uddannelsestype

Kandidat

Fagbetegnelse dansk

Supply chain-ledelse

Fagbetegnelse engelsk

Supply Chain Management

Betegnelse dansk (titel)

[Cand.merc.](#) i erhvervsøkonomi i supply chain-ledelse

Betegnelse engelsk (titel)

Master of Science (MSc) in Economics and Business Administration in Supply Chain Management

Hvilket hovedområde hører uddannelsen under?

Samfundsvidenskab

Vælg undervisningssprog

- ☐ Dansk
- ☒ Engelsk

Forslag til censorkorps. Angiv hvilket censorkorps, som institutionen ønsker at knytte til uddannelsen

Erhvervsøkonomi

Hvilke adgangskrav gælder til uddannelsen?

Følgende bacheloruddannelse giver retskrav på optagelse på [cand.merc.](#) i erhvervsøkonomi i supply chain-ledelse: BSc in International Shipping and Trade.

Følgende bacheloruddannelser giver adgang til optagelse på uddannelsen, jf. dog stk. (4) og (6):

Fra CBS:

- BSc in Economics and Business Administration (HA),
- BSc in International Business,
- BSc in Business Administration and Service Management,
- BSc in Business Administration and Project Management,
- BSc in International Shipping and Trade,
- BSc in European Business,

(2) Følgende bacheloruddannelser giver også adgang til optagelse på uddannelsen, jf. dog stk. (4) og (6):

- Erhvervsøkonomi (HA)(SDU)
- Erhvervsøkonomi (HA)HA Almen (RUC)
- BSc in Business Administration (RUC)
- Erhvervsøkonomi (HA)(AU)
- BSc in Economics & Business Administration (AU)
- Erhvervsøkonomi (HA)(AAU)
- BSc in Economics and Business Administration (AAU).

(3) Optagelse på [cand.merc.](#) i erhvervsøkonomi i supply chain-ledelse forudsætter, at ansøgeren har gennemført en adgangsgivende bacheloruddannelse, herunder en professionsbacheloruddannelse, eller en anden dansk eller udenlandsk uddannelse på tilsvarende niveau.

Ansøgeren skal gennem uddannelsen samlet set og på baggrund af en individuel vurdering have dækket følgende fagområder i tilstrækkeligt omfang:

- 45 ECTS-point inden for erhvervsøkonomi/økonomi
- 45 ECTS-point inden for følgende centrale fagområder, heraf mindst 5 ECTS-point inden for hvert område: mikroøkonomi, organisation, marketing, kvantitative metoder/statistik, regnskab og finansiering.

(4) Sprogkravet er engelsk A.

(6) Hvis antallet af ansøgere, der opfylder adgangskravene, overstiger antallet af udbudte studiepladser, foretages udvælgelsen efter kriterier, som er fastlagt på forhånd og offentliggjort på [cbs.dk/graduateadmission](#).

Beskriv uddannelsens formål og erhvervssigte

Faglig profil

[Cand.merc.](#) i erhvervsøkonomi i supply chain-ledelse er en forskningsbaseret og praksis-orienteret heltidsuddannelse i ledelse af forsyningskæder forstået som indbyrdes forbundne systemer på flere niveauer, der fungerer inden for og på tværs af landegrænser. Uddannelsen integrerer operationel og strategisk viden om ledelse af forsyningskæder med analytiske og refleksive perspektiver på markeder, institutioner, geopolitik og samfundsmæssig påvirkning.

Uddannelsens pædagogiske tilgang lægger vægt på anvendelsesorienteret problemløsning og casebaseret arbejde, der kobler teori og værktøjer til den konkrete kontekst. De studerende lærer dermed at handle, begrunde deres beslutninger og indgå i kvalificerede drøftelser af konsekvenserne af deres valg. Tilgangen gør kandidaterne i stand til at beherske teorier, metoder og værktøjer til kritisk at vurdere, designe og lede forsyningskæder og samtidig skabe værdi i sammenhænge præget af bæredygtighedsudfordringer, risiko og tvetydighed, lovgivningsmæssige rammer, innovationsdynamikker og modstridende interessenterinteresser.

Kandidater fra [cand.merc.](#) i erhvervsøkonomi i supply chain-ledelse er kvalificerede til stillinger som logistikkoordinator, analytiker inden for driftsmodeller, konsulent inden for drift og ledelse af forsyningskæder, indkøbsspecialist, produktionsleder, kvalitets- og complianceansvarlig, leder af salgs- og driftsplanlægning, forsynings- og driftsplanlægger samt designer af forsyningskæder. I alle disse stillinger har kandidaten kompetence til at varetage den konkrete funktion med blik for forsyningskæders særlige karakteristika i relation til markeder, institutioner, geopolitik og samfundsmæssig påvirkning. De kompetencer, der opnås gennem uddannelsen, giver desuden mulighed for at påtage sig ledende stillinger inden for ledelse af forsyningskæder eller skifte til beslægtede karriereområder.

Kompetenceprofil

Viden

- Demonstrere forskningsbaseret viden om begreber, modeller og praksisser inden for ledelse af forsyningskæder, der omfatter strategi og design, planlægning og drift af forsyningskæder
- Besidde en kritisk forståelse af, hvordan forsyningskæder formes af og selv former markedsdynamikker samt institutionelle, lovgivningsmæssige og geopolitiske forhold på nationalt, regionalt og internationalt niveau
- Demonstrere forskningsbaseret viden om ledelse af fælles værdiskabelse internt i virksomheden samt opstrøms og nedstrøms i forsyningskæden. Disse relationer omfatter ledelse og design af sourcingprocesser, logistik- og distributionsledelse, procesdesign og organisering i virksomheder samt koordinering på tværs af organisationer og markeder i samspil med andre tværgående funktioner
- Demonstrere indgående viden om afvejninger i forsyningskæder og evne til at håndtere de iboende spændinger i ledelsen af forsyningskæder med henblik på at balancere reaktionsevne og effektivitet, træffe beslutninger under risiko og tvetydighed samt opnå robusthed, bæredygtighed, etik og ansvarlig ledelse

Færdigheder

- Anvende og evaluere metoder, værktøjer og analytiske rammer inden for ledelse af forsyningskæder til at diagnosticere og håndtere operationelle

og strategiske problemstillinger i forsyningskæder

- Analysere og sammenligne alternative udformninger af forsyningskæder og løsningsmodeller under hensyntagen til afvejninger og kontekstuelle begrænsninger
- Vurdere og videreudvikle relationer i en forsyningskæde ved at integrere kundeperspektiver med henblik på at styrke fælles værdiskabelse
- Vurdere de etiske, bæredygtighedsmæssige, ansvarsmæssige og geopolitiske konsekvenser af valg i forsyningskæder og udvikle strategier til at afbøde dem
- Formidle forskningsbaserede og datadrevne analyser og anbefalinger om forsyningskæder klart til både specialister og ikke-specialister

#### Kompetencer

- Håndtere udviklings- og forandringsorienterede situationer vedrørende design, planlægning, drift, koordinering og transformation af forsyningskæder
- Indgå professionelt i tværfunktionelt og tværfagligt samarbejde med flere interessenter
- Udøve etisk dømmekraft i situationer med modstridende interessenter og samfundsmæssig påvirkning
- Tilegne sig den nyeste viden og de nyeste færdigheder inden for forsyningskæder på en struktureret og refleksiv måde
- Tilegne sig viden og færdigheder inden for forsyningskæder, der understøtter selvstændig, løbende faglig udvikling og specialisering inden for fagområdet

Angiv hvilken struktur og konstituerende faglige elementer uddannelsen består af.

#### Forslag til uddannelsens struktur

Uddannelsen er struktureret omkring en tydelig progression med integrerede kompetencer frem for isolerede fag. Konkret er uddannelsen organiseret i fire faser samt et afsluttende projekt.

- Den første fase introducerer tre centrale søjler, som forsyningskæder fungerer inden for og skal ledes på baggrund af: virksomhedens interne drift, forsyningskædernes globale og indbyrdes forbundne karakter samt den måde, hvorpå eksterne forhold som globale og lokale forhold, risiko, innovation, markeder og geopolitik former forsyningskæderne.
- Den anden fase fokuserer på styring af flow i en forsyningskæde. Det omfatter især styring af opstrøms flow med særligt fokus på indkøb og strategisk sourcing, styring af kundeorienterede processer og relationer nedstrøms samt styring af informations- og varestrømme.
- Den tredje fase lægger vægt på metoder og kompetencer til at arbejde med data, identificere relevante metoder til databehandling samt vurdere de bæredygtighedsmæssige og ansvarsmæssige konsekvenser af de studerendes valg.
- Den fjerde fase har et dobbelt fokus. For det første giver den et helhedsorienteret perspektiv på den viden, der er behandlet i de foregående faser. For det andet giver den de studerende mulighed for at supplere den tidligere erhvervede viden gennem valgfag.

I alle faser skal der være stort fokus på at koble teori og praksis gennem cases, projekter og datadrevne analyser. Denne ramme danner grundlag for den videre udvikling af uddannelsen og vil blive præciseret, efterhånden som fagenes indhold og struktur fastlægges. Se den foreslåede uddannelsesstruktur (et studieår er inddelt i 4 quarters) i bilag 1.

#### Quarter 1:

##### Strategisk konfiguration af forsyningskæder (5 ECTS)

Faget undersøger, hvordan virksomheder designer og omstiller forsyningskæder for at forblive konkurrencedygtige, robuste og bæredygtige. De studerende arbejder med strategisk tilpasning, informationsstyring, forsyningsnetværk, procesforbedring, risiko, robusthed og bæredygtighed. Med afsæt i etablerede teorier og modeller udvikler de studerende en integreret forståelse af udfordringer, afvejninger og tilgange i forsyningskæder i omskiftelige erhvervsmiljøer.

##### Drifts- og performancestyring (5 ECTS)

Faget undersøger ledelse og forbedring af operationelle processer i produktions-, detail- og servicevirksomheder. De studerende vurderer afvejninger mellem omkostninger, kvalitet, hastighed og fleksibilitet. Centrale emner er procesanalyse, kapacitetsplanlægning, kvalitets- og lagerstyring, lean-drift, produktudvikling og resultatmåling. Faget kombinerer driftsmæssige og finansielle perspektiver gennem cases fra praksis.

##### Strategisk ledelse i dynamiske globale kontekster (5 ECTS)

Faget undersøger, hvordan beslutninger om sourcing, produktion, lager, logistik og markedsadgang påvirkes af makroøkonomiske forhold, nationale politikker og regional udvikling. Det belyser, hvordan teknologiske forandringer og geopolitiske forskydninger påvirker transaktionsomkostninger, koordinering, diversificering og leverandørrelationer. Faget undersøger også, hvordan juridiske og lovgivningsmæssige rammer for handel, konkurrence, bæredygtighed, menneskerettigheder, data, produktstandarder og toldoverholdelse former strategien for forsyningskæder.

#### Quarter 2:

##### Strategisk sourcing og indkøb (5 ECTS)

Faget undersøger indkøb og forsyningsledelse som en strategisk kapabilitet for værdiskabelse. De studerende arbejder med kategoristrategi, leverandørrelationer, innovation, bæredygtighed, risiko, digitalt indkøb og kontrakt-design. Med afsæt i etablerede modeller og nye AI-understøttede tilgange til indkøb vurderer de studerende indkøbsbeslutninger i relation til omkostninger, konkurrenceevne, regelfølgelse, robusthed, afkarbonisering og tværfunktionel forretningstransformation.

##### Kundeorienteret værdiskabelse (5 ECTS)

Faget undersøger, hvordan marketing og salg understøtter kundeorienteret ledelse af forsyningskæder. De studerende lærer at anvende data og AI til at kvalificere deres forståelse af efterspørgsel, kundesegmentering, værditilbud og salgsstrategier. Faget omfatter relationsmarkedsføring, key account management, forbrugeradfærd og servicedominant logik med henblik på at styrke virksomhedens konkurrenceevne gennem tværfunktionel integration.

##### Sammenhængende drift: synlighed, transparens og orkestrering (5 ECTS)

Faget bygger bro mellem strategisk og operationel ledelse af forsyningskæder ved at undersøge samspillet mellem fysiske flow og informationsstrømme. De studerende arbejder med digitale teknologier og systemer, herunder track-and-trace, cyberfysiske systemer, ERP, Advanced Planning Systems, Digital Twins, Digital Product Passports og Control Towers. Gennem praktiske anvendelser vurderer de teknologierne egnethed til at håndtere forskellige udfordringer i forsyningskæder.

#### Quarter 3:

Forretningsanalyse: datadrevet drift (5 ECTS)

Faget giver de studerende analytiske metoder til at løse problemstillinger inden for drift og ledelse af forsyningskæder. De anvender sandsynlighedsregning, stokastisk modellering, simulering og optimering til at understøtte evidensbaserede beslutninger. Gennem prædiktiv og præskriptiv analyse arbejder de med efterspørgselsprognoser, lagerstyring og aggregeret planlægning og vurderer samtidig datakvalitet samt kvantitative metoders ledelsesmæssige relevans og begrænsninger.

Forskningsmetoder (5 ECTS)

Faget introducerer forskningsmetoder, der anvendes i aktuel forskning og praksis inden for ledelse af forsyningskæder. De studerende undersøger kvalitative og kvantitative tilgange og udvikler færdigheder inden for forskningsdesign, dataindsamling, måling, stikprøveudtagning og analyse. Gennem workshops med virksomheder lærer de at evaluere forskning, anvende empiriske data, designe undersøgelser og gennemføre metodisk stringent forskning.

Ansvarlig og bæredygtig ledelse af forsyningskæder (5 ECTS)

Faget undersøger bæredygtighedsresultater på tværs af globale værdikæder. De studerende analyserer forsyningskædestrategiers socioøkonomiske og miljømæssige konsekvenser for leverandører, arbejdskraft, lokalsamfund, forening og udledninger. Gennem bæredygtighedsledelse, certificeringsordninger og branchecases lærer de at vurdere og afbøde negative konsekvenser og udvikle tilgange til forsyningskæder, der afbalancerer økonomiske, sociale og miljømæssige mål.

#### Quarter 4:

Integrerede forsyningskæder og virksomhedens performance (5 ECTS)

Faget integrerer centrale begreber fra uddannelsen med henblik på at undersøge strategisk ledelse af komplekse og usikre forsyningskæder. Gennem videnskabelig litteratur, cases fra praksis og brancheperspektiver analyserer de studerende samspillet mellem drift, indkøb, analyse, kunderelationer, produktionsplacering, bæredygtighed og globale forsyningsnetværk. De udvikler færdigheder i at vurdere ledelsesmæssige afvejninger, formulere evidensbaserede anbefalinger og kommunikere strategiske beslutninger.

Valgfag (2 x 5 ECTS): (se de foreslåede valgfag)

Afsluttende projekt (15 ECTS)

Det afsluttende projekt giver de studerende mulighed for at gennemføre metodisk stringent forskning i en empirisk problemstilling inden for ledelse af forsyningskæder. De studerende formulerer et forskningsspørgsmål, anvender relevante teorier og metoder og vurderer kritisk deres resultater og implikationer. Projektet dokumenterer deres evne til at gennemføre systematisk forskning, arbejde selvstændigt og anvende akademisk viden på komplekse udfordringer i forsyningskæder.

Valgfag

De foreslåede valgfag skal give de studerende mulighed for at styrke deres evne til at formidle og anvende den viden, de har opnået i de obligatoriske fag, videreudvikle deres analytiske kompetencer, opnå kompetencer inden for supplerende ekspertiseområder samt uddybe og udvide den viden, der er opnået gennem uddannelsens obligatoriske fag, med afsæt i en konkret empirisk kontekst.

Fuldstændige beskrivelser af valgfagene findes i bilaget.

- Narrativ formidling med data (5 ECTS)
- Avanceret forretningsanalyse for drift og forsyningskæder (5 ECTS)
- Ledelse af forsyningskæder i entreprenørielle projekter (5 ECTS)
- Praktik (5 ECTS)
- Strategi for forsyningskæder under forstyrrelser (5 ECTS)

Angiv antal ECTS-point for hele uddannelsen

75

## 2. Øvrige krav til ansøgningen

Kort beskrivelse af hvordan aftagere og øvrige relevante interessenter er inddraget i processen omkring udvikling af uddannelsen.

Se bilag 2 for oversigt over input fra interessentdialoger og den fælles CBS proces for aftagerinddragelse i forbindelse med udvikling af nye uddannelser.

Uddannelsens relevans og interessenterne behov er blevet afdækket gennem en række drøftelser med nuværende studerende, alumner, repræsentanter fra erhvervslivet, medlemmer af aftagerpanelet samt virksomheder med omfattende erfaring inden for ledelse af forsyningskæder, rådgivning, produktion, logistik og global planlægning. Drøftelserne havde fokus på arbejdsmarkedets behov, uddannelsens faglige profil og kompetenceprofil, den faglige progression, kandidaternes karrieremuligheder samt relevansen af en kortere og mere fokuseret kandidatuddannelse på 75 ECTS-point.

Drøftelserne viste et tydeligt behov for kandidater, der kan kombinere traditionelle kompetencer inden for ledelse af forsyningskæder med en bredere forretningsforståelse, analytiske kompetencer og evnen til at navigere i kompleksitet, tvetydighed og databaseret beslutningstagning. Interessenterne fremhævede især betydningen af at uddanne fagprofessionelle, der kan arbejde på tværs af organisatoriske funktioner og værdikæder, koble

beslutninger om forsyningskæder til forretningsstrategi og resultater samt håndtere udfordringer vedrørende bæredygtighed, regulering, geopolitik, risiko og digitalisering.

Tilbagemeldingerne fra interessenterne bekræfter desuden et fortsat behov for kandidater med en stærk forretningsorienteret profil inden for ledelse af forsyningskæder. Profilen skal dog tilpasses et erhvervsmiljø, der i stigende grad er præget af usikkerhed, teknologisk udvikling, databaseret beslutningstagning, skiftende lovgivningsmæssige rammer og voksende forventninger til ansvarlig og bæredygtig ledelsespraksis.

Som svar på disse behov er uddannelsen tilrettelagt, så den giver både operationel ekspertise og strategisk forståelse. Studieordningen giver de studerende et solidt fundament inden for design af forsyningskæder, drifts- og resultatstyring, kundeorienteret værdiskabelse, strategisk sourcing, digitalisering, dataanalyse, bæredygtighed og etik. Med afsæt i dette fundament lærer de studerende gennem anvendelsesorienteret og casebaseret undervisning at integrere disse vidensområder og vurdere deres betydning for organisationers resultater. De studerende kan desuden målrette deres faglige profil gennem valgfag, inden de afslutter uddannelsen med et afsluttende projekt om en empirisk funderet problemstilling inden for ledelse af forsyningskæder. Gennem projektet dokumenterer de deres evne til at gennemføre selvstændigt akademisk arbejde og anvende videnskabelige metoder på komplekse problemstillinger inden for ledelse af forsyningskæder.

Samlet set bekræfter dialogen med relevante interessenter uddannelsens relevans, idet den er i overensstemmelse med et dokumenteret behov for kandidater, der kan analysere, designe og lede forsyningskæder i komplekse organisatoriske og globale sammenhænge. Uddannelsen har samtidig et tydeligt erhvervssigte og forbereder kandidaterne på karrierer inden for ledelse af forsyningskæder, indkøb, logistik, drift, planlægning, rådgivning, compliance og forretningsudvikling.

### 3. Baggrundsoplysninger til brug for sagsbehandling

Henvisning til evt. tidligere godkendt heltidsuddannelse og dennes takstindplacering

Den ansøgte uddannelse er en omlægning af den eksisterende Master of Science (MSc) in Economics and Business Administration in Supply Chain Management – den 2-årige uddannelse (120 ECTS)

Forslag til takstindplacering

Heltidstakst 1

Begrundelse for takstindplacering

Heltidstakst 1: uddannelsen er en ren samfundsvidenskabelig uddannelse.

Beskriv ligheder og forskelle til beslægtede uddannelser, herunder beskæftigelse og eventuel dimensionering

CBS har koordineret de planlagte uddannelsesudbud med de øvrige universiteter både gennem Danske Universiteters Rektorkollegiums Udvalg for Uddannelsespolitik (RUP) og gennem direkte dialog på prodekan-/dekanniveau. Uddannelsesudbuddene blev drøftet i RUP den 3. marts til første koordinering af nye uddannelsesudbud og 9. juni 2026 til anden koordinering af nye uddannelsesudbud som led i den fælles koordinering af universiteternes uddannelsesudbud i forbindelse med universitetsreformen. Herudover har CBS deltaget i tværgående koordinering med AAU, AU, KU og SDU samt i bilateral dialog med AAU om konkrete uddannelser og mulige overlap.

Koordineringen i RUP og på dekan/associate dean niveau har ikke identificeret overlap af en karakter, der har givet anledning til ændringer i de planlagte uddannelser. Der er løbende fulgt op på eventuelle snitflader mellem konkrete uddannelsesudbud.

Beslægtede uddannelser

I alt er 24 kandidatuddannelser inden for ledelse af forsyningskæder blevet vurderet. Heraf udbydes tre af danske universiteter (AU, SDU og CBS' nuværende toårige [cand.merc.](#)-uddannelse), 11 af universiteter i andre europæiske lande, syv i Nordamerika og tre i Asien/Stillehavsområdet. Uddannelsernes varighed varierer, men flertallet – 14 uddannelser – er tilrettelagt som etårige uddannelser. Det er desuden relevant, at mange universiteter har et tæt samarbejde med erhvervslivet, som blandt andet understøtter udviklingen af afsluttende projekter og specialer. SDU udbyder en etårig uddannelse, og AU's toårige uddannelse vil fremover også blive udbudt i en etårig version.

I sammenligning med disse to beslægtede danske uddannelser retter CBS' uddannelse i supply chain-ledelse sig, ved at trække på CBS' omfattende uddannelsesportefølje, mod et alsidigt felt af stillinger. Da uddannelsen vægter både analytiske og strategiske kompetencer og kombinerer specialiseret driftsledelse med marketing, afsætning og finansiering, vil kandidaterne kunne varetage både specialiserede konsulent- og analysejob samt komplekse funktioner i krydsfeltet mellem ledelse af forsyningskæder og andre ledelsesområder. Til sammenligning er AU's kandidatprofil målrettet analyse- og konsulentfunktioner med kvantitative modelleringskompetencer, mens SDU's profil er målrettet funktioner inden for risikoanalyse og resiliensledelse.

CBS' uddannelse i supply chain-ledelse integrerer bæredygtighedsproblematikken gennem hele uddannelsen. Uddannelsen på AU fremhæver kun dette i mindre grad, mens uddannelsen på SDU behandler bæredygtighed som et specialiseret problem i forbindelse med resiliensledelse. CBS' uddannelse behandler geopolitiske og institutionelle udfordringer som gennemgående temaer i et flertal af fagene. Mens uddannelsen på AU ikke fremhæver sådanne udfordringer, formulerer SDU geopolitiske chok som særligt relevante for risikoledelse.

I tråd med CBS' kompetencemål Nordic Nine integrerer CBS' uddannelse i supply chain-ledelse digitale færdigheder gennem hele forløbet og behandler praktiske, strategiske og etiske aspekter af ledelse af forsyningskæder. Begge de øvrige danske uddannelser, og især AU's, indarbejder digitale færdigheder overvejende som tekniske støtteværktøjer.

Vælg forventet opstartsår

2028

Angiv forventet optag på uddannelsen det første år

80

Angiv forventet optag på uddannelsen det andet år

80

Angiv det forventede optag på uddannelsen det tredje år

80

Øvrige bemærkninger til ansøgningen?

Den ansøgte uddannelse er en omlægning af den eksisterende 2-årige kandidatuddannelse Master of Science (MSc) in Economics and Business Administration in Supply Chain Management.

☒ ★Det bekræftes hermed at ansøgningen er godkendt af rektor

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Vedhæft samlet PDF-fil

Bilag til ansøgning om Supply Chain Management.pdf

2.89 MB

# Master of Science in Economics and Business Administration in Supply Chain Management

## Bilag 1 Program Description and Competency Profile in English

### Academic Profile

The MSc in Economics and Business Administration in Supply Chain Management provides research-based and practice-oriented full-time education in the management of supply chains understood as interconnected, multi-scalar systems operating within and across national borders. The programme integrates operational and strategic SCM knowledge with analytical and reflexive perspectives on markets, institutions, geopolitics, and societal impact.

The programme pedagogical approach emphasises applied problem-solving and case-based work to connect theory and tools to context. This enables students to learn how to act, justify their decisions, and engage in informed discussions about the implications of their choices. This pedagogical approach allows its graduates to master theories, methods and tools to critically assess, design and manage supply chains, while creating value in the contexts shaped by sustainability challenges, risk and ambiguity, regulatory frameworks, innovation dynamics, and competing stakeholder interests.

Graduates of the MSc in Economics and Business Administration in Supply Chain Management are prepared for roles such as logistics coordinator, operating model analyst, operations and supply chain consultant, procurement specialist, production manager, quality and compliance manager, sales and operations planning manager, supply and operations planner, supply chain designer. In all these positions, the program graduate will have the competence to perform the specific role considering supply chain specific features with regards to markets, institutions, geopolitics, and societal impact. The competencies acquired during the programme also enable graduates to pursue senior management roles within supply chain management or transition into adjacent career paths.

### Competency Profile

## Knowledge

- Demonstrate research-based knowledge of supply chain management concepts, models, and practices that span supply chain strategy and design, supply chain planning, and supply chain operations
- Possess a critical understanding of how supply chains are shaped by and shape market dynamics and institutional, regulatory, and geopolitical conditions at national, regional, and international levels
- Demonstrate research-based knowledge to manage value co-creation within the firm, and upstream and downstream the supply chain. Such relationships include management and design of sourcing processes, logistics and distribution management, process design and organisation within firms and coordination across organizations and markets, while aligning with other cross functional units
- Demonstrate in-depth knowledge of supply chain trade-offs and the ability to reconcile inherent tensions to supply chain management to address responsiveness and efficiency, decision-making under risk and ambiguity, as well as to achieve resilience, sustainability, ethics, and responsible management

## Skills

- Apply and evaluate supply chain management methods, tools, and analytical frameworks to diagnose and address operational and strategic supply chain problems
- Analyse and compare alternative supply chain configurations and solution approaches, considering trade-offs and contextual constraints
- Assess and further develop relationships in a supply chain, integrating customer perspectives to strengthen value co-creation.
- Assess ethical, sustainability, responsibility, and geopolitical implications of supply chain choices and develop mitigation strategies to address them
- Communicate research-based and data driven supply chain analyses and recommendations clearly to both specialist and non-specialist audiences

## Competences

- Handle development and change-oriented situations related to supply chain design, planning, operation, coordination, and transformation
- Engage professionally in cross-functional and interdisciplinary collaboration involving multiple stakeholders
- Exercise ethical judgement in situations involving competing stakeholder interests and societal impact
- Acquire state of the art supply chain-related knowledge and skills in a structured and reflexive manner
- Acquire supply chain related knowledge and skills to foster independent, continuous, professional development and specialization within the field of studies

## **Proposed Program Narrative and Structure**

The program is structured around a clear progression with integrated competencies rather than isolated courses. Specifically, the program is organised into four phases, plus a final project at the end.

- The first phase introduces three core pillars within which supply chains operate and must be managed, namely the firm's internal operations; the global and interconnected nature of supply chains; and how external context such as global/local, risk, innovation, markets, and geopolitics shape them (supply chains). This phase helps students understand the systemic and interconnected nature of supply chains as well as the firm's role as the central point for their management. The knowledge acquired in the first stage prepares students for more specialised content covered in the subsequent phases.
- The second phase focuses on managing flows in a supply chain. In particular, managing upstream flows with particular focus on procurement and strategic sourcing; managing downstream customer centric processes and relationships; and managing the flow of information and goods which includes transportation and distribution.
- The third phase emphasises methods and capabilities to work with data. This phase should develop students' ability to work with data to make informed decisions; to curate data and identify possible methods to work with it; and to appraise sustainability, ethical and responsible implications of their choices.
- The fourth phase has a dual focus. First, it offers a wholistic perspective of the knowledge covered in the previous phases so that students can approach supply chain management in a comprehensive manner. This is achieved through in-depth discussions of stylized business cases and illustrative case studies. Second, it offers students the opportunity to supplement the knowledge acquired in the previous phases through elective courses. This second focus of the fourth phase allows students to specialise in a particular knowledge domain while also consolidating their knowledge in an applied context.

The thesis or final project is based on a supply chain management problem, empirically grounded, that allows students to conduct academic research and thereby demonstrate the ability to think and work academically, as well as to leverage the experience acquired in the thesis (final project) in a future professional context related to supply chain management.

Across all phases, there should be a strong emphasis on linking theory to practice, using cases, projects, and data-driven analysis. This framework provides a basis for further development of the program and will be refined as course content and structure are specified.

## Proposed Program Structure

| Proposed Program Structure                               |                                                                           |                                                              |                                                       |                         |
|----------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------|-------------------------|
| Quarter 1                                                | Quarter 2                                                                 | Quarter 3                                                    | Quarter 4                                             | Quarter 5               |
| September - October                                      | November-December                                                         | January-February-March                                       | March - April-May                                     | June-July-August        |
| Strategic Supply Chain Configuration (5 ECTS)            | Strategic Sourcing and Procurement (5 ECTS)                               | Business Analytics: Data Driven Operations (5 ECTS)          | Integrated Supply Chain and Firm Performance (5 ECTS) | Final Project (15 ECTS) |
| Operations and Performance Management (5 ECTS)           | Customer-Centric Value Creation (5 ECTS)                                  | Research Methods (5 ECTS,)                                   | Electives (2 x 5 ECTS)                                |                         |
| Strategic Management in Dynamic Global Contexts (5 ECTS) | Connected Operations: Visibility, Transparency and Orchestration (5 ECTS) | Responsible and Sustainable Supply Chain Management (5 ECTS, |                                                       |                         |

### Quarter 1:

#### **Strategic Supply Chain Configuration (5 ECTS)**

**Course Description:** This course examines how firms design, coordinate, and transform supply chains to remain competitive, resilient, and sustainable in an era of turbulence. It will offer relevant perspectives on supply chain in various modules. The strategic perspective of supply chains, grounded in strategic fit theory, enables students to match competitive and supply chain strategies (e.g., make-to-order, make-to-stock, and postponement). The information perspective, grounded in bullwhip theory, helps to reduce demand variability. The network perspective, grounded in social network theory, analyses supply chains as multiplex networks of material, financial, informational, and social ties. The process perspective, grounded in socio-technical systems theory, involves process mapping (e.g., BPMN) and process analysis. The risk management and resilience perspective, grounded in social-ecological systems theory, leads to persistent, adaptable, and transformative supply chains to cope with societal challenges. Finally, the course applies a broad perspective to supply chain management, grounded in the planetary boundaries' framework, lifecycle analysis, modern slavery, and the transformation from linear to circular supply chains.

#### **Operations and Performance Management (5 ECTS)**

**Course Description:** This course delves into the management, assessment, and improvement of core operational processes in manufacturing, retail, and service organizations. Students learn to evaluate trade-offs between cost, quality, speed, and flexibility in

operational systems. They examine how organizations create value through efficient resource allocation and utilization, and processes management. Core operations topics include process analysis, capacity planning, quality management, inventory management, lean operations, and new product development. In addition to the core operations topics, the course focuses performance measurement by thoroughly examining operational indicators and turnarounds. The course emphasizes managerial approaches to operational challenges, combining operations and finance perspectives. Real-world cases and practical applications are used to develop managerial skills relevant to contemporary business environments. By the end of the course, students will be able to analyse processes, identify improvement opportunities, apply operations management tools and frameworks, and support organizational objectives through effective practices.

### **Strategic Management in Dynamic Global Contexts (5 ECTS)**

**Course Description:** This course teaches students how external environments shape global supply chains. Students will learn to analyse how sourcing, production, inventory, logistics, and market-entry decisions are influenced by macroeconomic factors, national policies and regional development trajectories. The course places strong emphasis on understanding how technological change and shifting geopolitics change spatial transaction costs and coordination tasks along supply chains and impact resilience, localization, diversification, and supplier relationships. Students will further learn how legal and regulatory regimes governing trade, competition, sustainability, human rights, data, product standards, and customs compliance condition supply chain strategy across jurisdictions. The course will help students identify vulnerabilities and opportunities, and formulate supply chain strategies that are economically robust, politically informed, technologically aware, legally compliant, and aligned with sustainability-oriented objectives (SDG).

## **Quarter 2:**

### **Strategic Sourcing and Procurement (5 ECTS)**

**Course description:** This course examines procurement and supply management as a strategic capability that creates value in contemporary firms and supply networks. It moves beyond transactional purchasing to address category strategy, supplier relationships, innovation, sustainability, risk and resilience, digital procurement, contract and governance design, and procurement's role in broader business transformation. Students learn to analyse procurement decisions not only in terms of cost and efficiency, but also in relation to competitiveness, compliance, decarbonization, resilience, and cross-functional value creation. The course draws on established analytical frameworks such as the Kraljic Matrix, transaction cost economics, resource dependence theory, relational governance, and total cost of ownership, while also engaging with newer developments in data-driven

and AI-enabled procurement. It positions procurement as a strategic function that links firm strategy, supplier markets, operations, finance, sustainability, and technology. The course therefore reflects expertise in operations, supply networks, and decision-making under complexity and uncertainty.

### **Customer-Centric Value Creation (5 ECTS)**

**Course Description:** Marketing and sales functions operate at the intersection of vast streams of customer, market, and transactional data. When effectively leveraged, this data enables a deeper understanding of downstream supply chain actors and relationships. Realizing this potential, however, requires information to move across the organizational boundaries that too often separate marketing, sales, and supply chain functions. This course equips future supply chain leaders with the marketing and sales frameworks needed to bridge these divides and drive coordinated value co-creation.

Students will work with data and AI-based tools to examine how marketing and sales analytics inform demand understanding, segmentation, customer journey mapping, and the design of customer-centric offerings, communications, and sales strategies. The course also addresses key account management, including the relational dynamics, tensions, and opportunistic behaviours that shape long-term business relationships. Drawing on theories of relationship marketing, consumer behaviour, value co-creation, and service-dominant logic, it further examines how digital marketing technologies and sales automation support customer interactions, personalization, and forecasting, and how these capabilities shape decision-making at the interface of marketing, sales, and supply chain management.

### **Connected Operations: Visibility, Transparency and Orchestration (5 ECTS)**

**Course description:** The course bridges strategic and operational SCM challenges, and the analytical decision-making methods. It provides an introduction to the management of supply chain flows, with a particular focus on the interaction between physical and informational perspectives. Effective supply chain management depends on the availability and management of information: planning requires demand information, execution requires real-time visibility, and governance and business development require transparency across the network.

This course introduces students to key information concepts, technologies, and systems in Supply Chain Management, ranging from track-and-trace solutions and Cyber-Physical Systems to ERP and Advanced Planning Systems, Digital Twins, Digital Product Passports, Control Towers, and Supply Chain as a Service (SCaaS). Students will learn about their application contexts and develop the ability to assess their relevance and suitability for specific SCM challenges.

### **Quarter 3:**

#### **Business Analytics: Data Driven Operations (5 ECTS)**

##### **Course Description:**

The course equips students with the analytical skills needed to develop and evaluate solutions to operations and supply chain management problems, and thoroughly discuss their implications. The focus on operations management is in line with the firm's central role for managing the supply chain. To support operations and supply chain decision-making, the course introduces analytical methods including applied probability, probabilistic modelling, simulation, and optimization. Various aspects of operations and supply chain management are considered and illustrated through a number of exercises. The course focuses on both predictive analytics, which supports demand forecasting and understanding future outcomes, and prescriptive analytics, which supports the selection of optimal managerial actions with regards to inventory management and aggregate planning. The implications of the quality of data and how it impacts the solution of the problem at stake are thoroughly explored. Exercises and problems work as a means to convey the theory and to explore its implications and limits.

#### **Research Methods (5 ECTS)**

**Course description:** This course introduces students to the main research methods used in contemporary supply chain management research and practice. It provides an overview of qualitative and quantitative research approaches, as well as the use of primary and secondary data in the study of supply chain phenomena across organizational, interorganizational, and market contexts. In a workshop format, the course uses interaction with real-life case firms to facilitate both development and application of method skills. Students will develop an understanding of research design, data collection, measurement, sampling, and analytical techniques commonly used in supply chain research. The course covers qualitative methods such as interviews, observations, case studies, and content analysis, alongside quantitative approaches including surveys, experiments, archival data analysis, and statistical modelling. Particular attention is given to the increasing availability of digital, transactional, and platform-generated data and their role in evidence-based supply chain decision-making. The course equips students with the ability to critically evaluate research, design empirical studies, and interpret research findings. It also provides methodological and analytical foundations for the development of the master thesis by preparing students to formulate research questions, select appropriate methods, and conduct academically rigorous supply chain research.

#### **Responsible and Sustainable Supply Chain Management (5 ECTS)**

**Course Description:** This course provides a thorough assessment of the links between supply chain management and different sustainability outcomes. Integrating literature on global value chains, the course

identifies various socioeconomic and environmental outcomes of supply chain strategies and practices, such as challenges for suppliers, labour and local communities, and also environmental damage, pollution and emissions. With a focus on sustainability management and certification schemes in supply chains, students will be introduced to methods of assessing and appraising negative impacts, and they will become able to understand and discuss how to mitigate these outcomes to manage supply chains more ethically and responsibly. Empirically, the focus will be on concrete socioeconomic and environmental impacts in different places along supply chains in different types of industries (such as apparel, extractives and food industries).

#### **Quarter 4:**

##### **Integrated Supply Chain and Firm Performance (5 ECTS)**

**Course Description:** Supply Chains are inherently complex and fraught with uncertainty. As a result, managing supply chains and aligning them with firm strategy is a challenging managerial task. This course builds on the previous courses to explore their interconnectedness. Examples of topics covered include the strategic role of operations and supply chains in firm financial performance; strategic procurement and supplier relationship management; the use of business analytics to support supply chain design and customer relationship management; and decisions regarding production location, sustainability, and global supply network management. This course is structured in case-based sessions. Theory is introduced through scientific articles and texts, and students are expected to prepare thoroughly for each case discussion. By the end of the course, participants will be better equipped to analyse complex supply chain challenges and communicate well-reasoned recommendations persuasively. The course is conducted through facilitated discussions that encourage students to evaluate alternative actions and reflect on managerial trade-offs. Guest speakers may contribute industry perspectives relevant to particular cases.

**Elective courses (2 x 5 ECTS): (see proposed elective courses on page 9)**

##### **Final Project (15 ECTS)**

###### **Course Description:**

The final project (thesis) is based on a supply chain management problem, empirically grounded, that allows students to conduct academic research and thereby demonstrate the ability to think and work academically, as well as to leverage the experience acquired in the thesis (final project) in a future professional context related to supply chain management.

Students need to articulate a delineated problem in line with supply chain management and select and adapt theories to analyse such a problem. In addition,

students need to substantiate and evaluate the chosen methods and research design so that a logical coherence between problem statement, analysis and conclusion is ensured. Lastly, students need to discuss the analytical and possible empirical results raised by the research as well as extract the implications in relation to supply chain management.

### **Electives**

The proposed elective courses are intended to offer students the opportunity to strengthen their ability to communicate and apply the knowledge gained in the required courses, further develop their analytical capabilities, acquire competencies in complementary areas of expertise, and deepen and extend the knowledge acquired through the programme's required courses based on a concrete empirical setting.

#### **Narrative Storytelling with Data (5 ECTS)**

**Course description:** It is easy to drown in data. This course will equip students with the skills needed to transform data into compelling narratives that inform, persuade, and inspire action. Combining insights from data visualization, the philosophy of rhetoric, narrative theory, cognitive psychology, and business communications, the course explores how stories shape human understanding and decision-making. Students will learn basic tools that help them to integrate data, visuals, and narrative structure to communicate complex insights to diverse audiences with clarity and impact. Through hands-on projects, students will develop techniques for designing persuasive visualizations, structuring data-driven arguments, understanding audience psychology, and crafting change-oriented narratives. The course emphasizes both the analytical foundations of evidence-based storytelling and the creative processes that make information memorable and actionable. By the end of the course, students will be able to design and deliver powerful data stories that bridge the gap between analysis and action, enabling more effective leadership, decision-making, and stakeholder engagement in data-rich environments. The course will involve novel pedagogic formats, such as flipped classroom, project work, peer-led team learning, and simulations.

Indicative readings: Will Storr, *The Science of Storytelling* (2020); Brent Dykes, *Effective Data Storytelling* (2024); Cole Nussbaumer Knaflitz, *Storytelling with Data: Before and After* (2025)

#### **Advanced Business Analytics for Operations and Supply Chains (5 ECTS)**

**Course description:** Building on the foundations of Business Analytics: Data Driven Operations, this course equips students with programming skills for developing and implementing analytical solutions to complex operations and supply chain management problems. The course focuses on translating analytical models into computational tools that support decision-making in realistic business environments characterized by large datasets, uncertainty, and operational complexity. Using Python, relevant analytical libraries, and AI students learn to acquire, process, analyse, and visualize operational data.

The course integrates programming with optimization, simulation, and machine learning techniques to address supply chain management challenges. Topics include data manipulation and visualization, inventory management, demand planning, capacity investment, production planning, and strategic sourcing. Particular emphasis is placed on algorithmic thinking, and the interpretation of analytical results for managerial decision-making. Students work on practical problems and projects that require combining data processing, modelling, and programming to develop end-to-end decision-support solutions. By the end of the course, students will be able to design, implement, and evaluate analytical models using programming tools and apply them to complex operations and supply chain management challenges.

### **Supply Chain Management in Entrepreneurial Projects (5 ECTS)**

**Course description:** This course explores how entrepreneurs can design, build, and scale resilient, innovative, and competitive supply chains that support the successful commercialization of new products and services. The course integrates theories from entrepreneurship and supply chain management to examine how opportunity recognition, business model development, market and customer development, and sourcing, operations, logistics, and partner networks contribute to venture success. Through contemporary cases and practical applications, the course addresses supply chain design, supplier and customer relationships, risk management, scalability, digital technologies, and innovation. Particular emphasis is placed on the role of supply chains as strategic assets that enable entrepreneurial ventures to achieve product-market fit, operational excellence, and sustainable competitive advantage. Upon completion, students will be equipped with the knowledge and tools needed to create and manage supply chains that support entrepreneurial growth and long-term business success.

Indicative reading: M. Schwieterman & C. Welter (2023). Supply chain from start to finish: the implications of supply chain management for entrepreneurs. *International Entrepreneurship Management Journal*, 19: 1947–1964.

### **Internship (5 ECTS)**

**Course description:** The purpose of an academic internship course is to offer an empirical setting for students to consolidate and further develop the knowledge acquired in the required courses of the program. Through the internship, students can further advance the theoretical knowledge acquired in the program, driven by a concrete practical problem in the host company/organization. In other words, students should, together with the host organization and an academic supervisor, delineate a practical problem that offers them (students) the opportunity to thoroughly apply and (often) acquire additional knowledge of relevance to the Cand. merc. in Economics and Business Administration (CM.EBA).

Ultimately, the course should enable the students to review state of the art academic literature, address a practical problem through the lens of such academic literature, and critically reflect on the internship experience from the perspective of the knowledge acquired on a CM.EBA. study programme. The academic internship course spans the 4th quarter, requiring 32-37 hours per week. Students apply acquired knowledge in a company/organization, collect relevant empirical data, and reflect on their practical experience. Concurrently, they prepare an academic project report.

The student must find a CBS supervisor and establish a contract with a relevant company/organization to facilitate the preparation of the project report. Before the internship starts, a preliminary overview of the internship project must be submitted to the academic supervisor. Specific schedules are discussed with the supervisor. It is a requirement to collect relevant data/information for the report during the internship and to update the supervisor on this development, so that the necessary information is collected for academic exploration in the internship report.

### **Supply Chain Strategy Under Disruptions (5 ECTS)**

**Course description:** This elective examines how global supply chains are shaped by geopolitical and geoeconomic disruptions, including sanctions, trade restrictions, transport constraints, financial and digital chokepoints, supplier concentration, and infrastructure dependence. The course goes beyond generic supply chain resilience by focusing on how firms operate when access to inputs, routes and technologies is increasingly influenced by geopolitical pressure and policy shifts. The course goes beyond day-to-day operational disruptions to analyse how structural dependencies can become strategic vulnerabilities. Students work on sourcing dependencies, critical nodes such as ports and straits, digital infrastructure lock-outs, inventory trade-offs, supplier segmentation, and contingency planning.

## Bilag 2. Proces for aftagerinddragelse

Dette bilag beskriver den fælles CBS-proces for aftagerinddragelse i forbindelse med udvikling og review af nye uddannelser, der indgår i den særlige godkendelsesprocedure.

På CBS sker aftagerinddragelsen gennem en kombination af centrale og decentrale fora, herunder CBS Business Panel, studienævnenes aftagerpaneler, direktionens branchedialoger samt øvrig dialog med relevante aftagere. Processen skal sikre, at udviklingen af nye uddannelser belyses med input om behov, relevans, kompetenceprofiler, erhvervssigte og strategisk retning.

Nedenstående tabel viser den fælles CBS-proces for aftagerinddragelse for uddannelser der søger september 2026.

| Tidspunkt                    | Interessent                                          | Input                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 28. januar 2025              | CBS Business Panel                                   | Drøftelse af modeller for erhvervskandidatuddannelser og 75 ECTS-kandidatuddannelser.                                                                                                                                                                                                                                                                                                                                                                                |
| 28. februar – 28. april 2025 | Aftagerpanel                                         | Drøftelse af forslag til nye uddannelser i studienævnenes aftagerpaneler.                                                                                                                                                                                                                                                                                                                                                                                            |
| 28. maj 2025                 | CBS Business Panel                                   | Drøftelse af forslag til nye uddannelser med fokus på kompetenceprofiler og erhvervssigte.                                                                                                                                                                                                                                                                                                                                                                           |
| April – september 2025       | Direktionens branchedialoger om uddannelser fra 2027 | 6. februar: Møde med Deloitte.<br>10. februar: Møde med Finans Danmark.<br>1. april: Dialogmøde med Finans Danmark, Danske Bank, Nordea, Nykredit og Jyske Bank.<br>28. april: Møde med Dansk Erhvervs rådgiverudvalg.<br>25. august: Møde med DI Rådgiverne.<br>27. august: Møde med DI Ejendom.<br>2. september: Møde med DI og Dansk Erhverv.                                                                                                                     |
| 30. september 2025           | Advisory Board Seminar                               | Seminar for alle aftagerpaneler om input til nye uddannelser.                                                                                                                                                                                                                                                                                                                                                                                                        |
| Oktober/november 2025        | Aftagerpanel                                         | Drøftelse af kompetenceprofil og erhvervssigte i studienævnets aftagerpanel.                                                                                                                                                                                                                                                                                                                                                                                         |
| 18. november 2025            | CBS Business Panel                                   | Drøftelse af kompetenceprofil, erhvervssigte, titel og strategiske indsatser.                                                                                                                                                                                                                                                                                                                                                                                        |
| 12. maj 2026                 | CBS Business Panel                                   | Drøftelse af kompetenceprofil, erhvervssigte og titel for nye uddannelser under udvikling.                                                                                                                                                                                                                                                                                                                                                                           |
| Forår 2026                   | Aftagerpanel                                         | Udviklingsansvarlige mødes med studienævnets aftagerpanel.<br>Drøftelse af kompetenceprofil, erhvervssigte og titel.                                                                                                                                                                                                                                                                                                                                                 |
| Forår 2026                   | Øvrig dialog                                         | Udviklingsansvarlige har dialog med relevante aftagere.                                                                                                                                                                                                                                                                                                                                                                                                              |
| 20 August 2026               | Aftager event "Future Focus"                         | Fælles aftager event med fokus på aftager input til et uddannelseslandskab under forandring, nuværende og fremtidige behov for business kompetencer og hvordan CBS kan imødekomme dette behov.<br><br>Deltagerliste: <ul style="list-style-type: none"> <li>• Danske Rederier</li> <li>• Deloitte Danmark</li> <li>• Djøf</li> <li>• EY Danmark</li> <li>• Finans Danmark</li> <li>• FLSmidt</li> <li>• Forsvaret</li> <li>• Fritz Shur Consumer Products</li> </ul> |

|  |  |                                                                                                                                                                                                                                                                                                                     |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>• FSR – danske revisorer</li> <li>• GN</li> <li>• Grant Thornton Danmark</li> <li>• Implement</li> <li>• KPMG Danmark</li> <li>• Kunde &amp; Co</li> <li>• McKinsey</li> <li>• PwC</li> <li>• Ramboll Management Consulting</li> <li>• Voluntas</li> <li>• Ørsted</li> </ul> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Samlet set viser processen, at aftagerinddragelse er indarbejdet i udviklingen af de nye uddannelser både gennem fælles CBS-fora og gennem uddannelsesspecifik dialog. Formålet er at sikre, at de nye uddannelser udvikles med blik for arbejdsmarkedets behov, relevante kompetenceprofiler og uddannelsernes erhvervssigte.

### Sounding Boards Input

| Date      | Relevant Dialogue Partner                                                          | Input                                                                                                                                                                                                                       |
|-----------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12-Mar-26 | meeting with students currently enrolled in the CBS MSc in Supply Chain Management | Essential competency profile (knowledge, skills and competences) of the current program that should be kept when designing the 75 ECTS MSc EBA SCM program, pedagogical approach, labour market profile (job aspiration)    |
| 20-Mar-26 | one-on-one meeting with Industry Advisory Board member, MAIN Study Board           | competency profile, labour market orientation, input for designing the program structure and academic format of final project                                                                                               |
| 20-Mar-26 | meeting with Director at Novo Nordisk                                              | competency profile, essential skills and competencies, labour market orientation, input for designing the program structure and specific electives                                                                          |
| 8-Apr-26  | one-on-one meeting with Industry Advisory Board member, MAIN Study Board           | input for designing the program structure, need to offer a wholistic educational program in SCM, address the link between supply chain management and firm strategy & performance                                           |
| 14-Apr-26 | meeting with program alum & Senior Consultant at Deloitte                          | Essential competency profile (knowledge, skills and competences) of the current program that should be kept when designing the 75 ECTS MSc EBA SCM program, pedagogical approach, input for designing the program structure |
| 24-Apr-26 | meeting with Implement Consulting Group, manager/program alum and partner          | competency profile, labour market orientation, input for designing the program structure and electives                                                                                                                      |
| 12-May-26 | CBS Business Pannel                                                                | input for designing the program structure                                                                                                                                                                                   |

|           |                                                                     |                                                                                                                                                                                 |
|-----------|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20-May-26 | meeting with program alum & Senior Global Supply Planner at Pandora | competency profile, essential skills and competencies, labour market orientation, input for designing the program structure and complementary activities to support the program |
| 9-Jun-26  | meeting with Industry Advisory Board, MAIN Study Board              | specific input on the program structure: input on the focus of some courses, number of elective courses, focus of elective courses, academic nature of the final project.       |

Til Uddannelses- og Forskningsstyrelsen

## **Ansøgning om godkendelse af nye uddannelser – 15. september 2026**

Hermed godkendes, at Copenhagen Business School fremsender ansøgninger om godkendelse af nye uddannelser via den særlige godkendelsesprocedure til fristen d. 15. september 2026. Det drejer sig om følgende nye uddannelser:

- MSc in Economics and Business Administration in Geopolitics and Corporate Resilience (75 ECTS)
- MSc in Economics and Business Administration in Management (75 ECTS)
- MSc in Business Administration in Applied Economics and Finance (75 ECTS)
- MSc in Economics and Business Administration in Supply Chain Management (75 ECTS)
- MSc in Social Science in Entrepreneurship and Organisational Innovation (både som 75 ECTS fuldtid og erhvervskandidat)
- MSc in Business Administration and Digital Business (120 ECTS erhvervskandidat 1+2)

Uddannelserne er udviklet som led i implementeringen af kandidatreformen.

Venlig hilsen



Peter Mølgaard  
Rektor

08 september 2026

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