

Oplysninger fra CVR

CVR-nummer

19596915

Virksomhedens navn

Copenhagen Business School Handelshøjskolen

Virksomhedens adresse

Solbjerg Plads 3, 2000 Frederiksberg

0. 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

Anvendt økonomi og finansiering

Fagbetegnelse engelsk

Applied Economics and Finance

Betegnelse dansk (titel)

Cand. merc. i erhvervsøkonomi og anvendt økonomi og finansiering; [cand.merc.](#) (econ)

Betegnelse engelsk (titel)

MSc in Business Administration and Applied Economics and Finance

Hvilket hovedområde hører uddannelsen under?

Samfundsvidenskab

Vælg undervisningssprog

- ☐ Dansk
- ☒ Engelsk

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

Økonomi.

Hvilke adgangskrav gælder til uddannelsen?

Adgangskrav

Optagelse på uddannelsen forudsætter gennemførelse af en adgangsgivende bacheloruddannelse, herunder en professions-bacheloruddannelse, eller en anden dansk eller udenlandsk uddannelse på tilsvarende niveau.

I løbet af deres forudgående uddannelse skal ansøgere—baseret på en individuel vurdering—have erhvervet tilstrækkelige kompetencer inden for følgende faglige områder.

Specifikke adgangskrav

Mindst 30 ECTS-point inden for et eller flere af følgende områder:

- Økonomi
- Finansiering
- Kvantitative metoder ([f.eks.](#) statistik, økonometri, matematik, machine learning, lignende)

BSc in International Business giver retskrav på optagelse på uddannelsen MSc in Applied Economics and Finance.

Direkte adgangsgivende bacheloruddannelser

CBS-uddannelser:

- HA (mat.)
- HA Almen
- BSc in International Business and Politics
- BSc in Business Administration and Service Management
- BSc in International Shipping and Trade Andre danske institutioner:
- BA oecon. - Aarhus Universitet
- BA oecon – Syddansk Universitet
- BA oecon - Aalborg Universitet
- BA oecon/polit – Københavns Universitet
- BA [scient.oecon.](#) - Syddansk Universitet
- BA [scient.oecon.](#) - Aalborg Universitet
- BA [scient.oecon.](#) - Københavns Universitet
- BA [scient.oecon](#) – Aarhus Universitet
- HA Almen - Aarhus Universitet
- HA Almen - Aalborg Universitet
- HA Almen - Syddansk Universitet
- HA Almen – Roskilde Universitet

Sprogkrav: Engelsk på dansk gymnasialt A-niveau.

Udvælgelseskriterier

Udvælgelse blandt kvalificerede ansøgere sker på baggrund af:

- Samlet karaktergennemsnit
- Bredde på tværs af flere faglige områder inden for adgangskravene
- Motiveret ansøgning (nysgerrighed på økonomi, finansiering og kvantitative metoder, erfaring med at arbejde med data og/eller inden for disse felter)
- Da dette er en ambitiøs uddannelse, forventes optagne studerende at have det kvantitative fundament, der er nødvendigt for at arbejde med pensum fra starten, og der kan blive lagt vægt på kvantitativt og/eller økonomisk kursusarbejde.

Beskriv uddannelsens formål og erhvervssigte

Applied-uddannelsen bygger på det centrale inden for økonomi og finansiering: evnen til at skabe struktur og overblik i komplekse problemstillinger, hvor beslutninger skal træffes under begrænsninger og usikkerhed og derfor ofte kræver vanskelige afvejninger.

Uddannelsen har til formål at uddanne en ny generation af økonomiske og finansielle analytikere, investorer og rådgivere med stærke analytiske kompetencer og en solid forståelse for de problemstillinger, som virksomheder og samfund står over for. Dimittenderne opnår en grundig faglig forståelse af økonomi, finansiering og kvantitative metoder samt kompetencer til at omsætte teori og analytiske metoder til praksis. Det gør dem i stand til at kvalificere beslutninger i både virksomheder og den offentlige sektor gennem velunderbyggede analyser og økonomisk indsigt og giver dem et solidt grundlag for på sigt at påtage sig betydeligt ansvar i erhvervslivet og samfundet.

Se Appendix 1 for en uddybende beskrivelse.

Kompetenceprofil:

Viden, dimittender har:

1. Avanceret, forskningsbaseret viden om centrale økonomiske og finansielle teorier, modeller og begreber, der er relevante for beslutningstagning i virksomheder, på markeder og i offentlig politik, herunder adfærd under begrænsninger, usikkerhed, incitament, markedsfriktioner og institutionelle forhold.
2. Avanceret viden om anvendte kvantitative metoder, der bruges til at analysere økonomiske og finansielle spørgsmål, herunder kausal inferens, politikevaluering, tværsnits- og paneldata metoder, tidsrækker og machine learning.

3. Viden om, hvordan analytiske modeller omsættes til empiriske strategier og beslutningsværktøjer under virkelige forhold kendetegnet ved ufuldkomne data, institutionel kompleksitet og skiftende kontekster.
4. Viden om moderne værktøjer, der er relevante for anvendt økonomisk og finansiell analyse, herunder programmering og AI-baserede værktøjer, samt deres hensigtsmæssige anvendelser og begrænsninger. Dette omfatter en forståelse af AI som en hjælp til analyse og produktivitet, samtidig med at behovet for menneskelig dømmekraft i problemformulering, modelvalg, validering og fortolkning anerkendes.

Færdigheder, dimittender er i stand til at:

1. Omsætte avanceret økonomisk og finansiell teori til empirisk strategi ved at formulere analytiske spørgsmål og koble teoretiske mekanismer til observerbare udfald og data.
2. Anvende økonomiske og machine learning-metoder til at frembringe troværdig og beslutningsrelevant evidens i økonomiske og finansielle kontekster.
3. Udvikle, implementere og dokumentere økonomiske og finansielle analyser med brug af virkelige data under anvendelse af passende værktøjer og metodologiske tilgange.
4. Kritisk vurdere modeller, metoder og analyser med fokus på de underliggende antagelser, resultaternes robusthed og følsomhed samt kvaliteten af de anvendte data og analysens relevans i den konkrete sammenhæng. Dette omfatter også evnen til at forholde sig kritisk til AI-genererede analyser, identificere mulige fejl og hallucinationer og vurdere, hvornår der er behov for yderligere kontrol, replikation eller selvstændige analyser.
5. Kommunikere komplekse analytiske designs, resultater og begrænsninger klart i skriftlig og mundtlig form til både specialiserede og ikke-specialiserede målgrupper.

Kompetencer, dimittender kan:

1. Selvstændigt tilrettelægge og gennemføre grundige analyser af komplekse økonomiske og finansielle problemstillinger og udvikle værktøjer, der kan understøtte beslutninger i situationer præget af usikkerhed, mangelfulde data og komplekse institutionelle forhold.
2. Udvide kritisk dømmekraft i anvendelsen af avancerede analytiske metoder og generativ AI og tage selvstændigt fagligt ansvar for de spørgsmål, der stilles, de metoder, der anvendes, og de konklusioner, der drages.
3. Kritisk vurdere analyser og metodevalg, herunder deres troværdighed, anvendelighed og begrænsninger, og kunne argumentere fagligt for de valg og konklusioner, der ligger til grund for dem.
4. Træffe beslutninger på baggrund af grundige analyser og empirisk viden. Formidle komplekse analyser på en klar og relevant måde, så de kan danne grundlag for beslutninger i private og offentlige organisationer.

Angiv hvilken struktur og konstituerende faglige elementer uddannelsen består af.

Uddannelsens struktur

Se venligst Appendix 2 for et overblik over uddannelsen.

Obligatoriske kurser:

Kvantitative metoder

Causal Data Analysis (5 ECTS):

En grundig introduktion til teorien bag og anvendelsen af økonomiske metoder til identifikation af kausale sammenhænge, der sætter de studerende i stand til kritisk at udvælge, estimere og fortolke modeller på baggrund af tværsnits- og paneldata.

Time Series Analysis (5 ECTS):

En grundig indføring i tidsserie-økonometri, fra det teoretiske grundlag til praktiske prognoser, der sætter de studerende i stand til at modellere, analysere og formidle udviklingen i tidsafhængige data.

Big Data Analytics in Economics & Finance (5 ECTS):

En praktisk indføring i big data-metoder med et solidt teoretisk grundlag, der omfatter machine learning, statistisk modellering og etiske problemstillinger. Kurset sætter de studerende i stand til at analysere store datasæt samt fortolke og formidle resultaterne i relation til økonomiske og finansielle problemstillinger.

Økonomi

Applied Industrial Organization (5 ECTS):

En grundig og anvendelsesorienteret indføring i moderne industriøkonomi, der sætter de studerende i stand til at formulere, analysere og kritisk vurdere modeller for virksomheders strategiske adfærd inden for blandt andet prissætning, konkurrence og kontraktforhold ved hjælp af mikroøkonomisk teori, spilteori og empiriske metoder.

Applied Macroeconomics (5 ECTS):

Et solidt fundament i makroøkonomisk teori og dens anvendelse på erhvervsøkonomiske og økonomisk-politiske problemstillinger. Kurset giver de studerende analytiske redskaber til at forstå vækst, produktivitet samt finans- og pengepolitik og til at vurdere, hvilken betydning den

makroøkonomiske udvikling har for virksomheder og finansielle institutioner.

Organizational Economics (5 ECTS):

En anvendelsesorienteret indføring i de økonomiske principper, der ligger til grund for virksomheders organisering og adfærd, med udgangspunkt i blandt andet principal-agent-teori, incitamentsstrukturer, ejerskab og virksomhedsledelse. Kurset sætter de studerende i stand til kritisk at analysere, hvordan virksomheder håndterer forskellige interesser og tilrettelægger beslutningsprocesser på tværs af organisationsformer.

Finansiering

Corporate Finance and Derivatives (7.5 ECTS):

Giver en grundig indføring i corporate finance og sætter de studerende i stand til at anvende centrale teorier, modeller og metoder til at analysere virksomheders beslutninger om finansiering, investering og risikostyring.

Capital Market Theory (7.5 ECTS):

Giver de studerende en sammenhængende forståelse af finansielle markeder og investeringsbeslutninger samt det teoretiske grundlag, de modeller og de beregningsværktøjer, der er nødvendige for at analysere porteføljevalg, afvejningen mellem risiko og afkast samt pris-fastsættelsen af aktier, obligationer og derivater.

Alle obligatoriske kurservil blive ledsaget af øvelsestimer med aktiv deltagelse fra de studerende og fokus på anvendelsen af metoder og modeller. De studerende vil arbejde med moderne analyseværktøjer, herunder Python og AI, og øve sig i at præsentere deres resultater mundtligt og argumentere fagligt for deres analyser og konklusioner.

Valgfag & anvendelser:

De studerende vælger tre valgfag, svarende til 15 ECTS i alt. Udvælgelsesreglen er enkel: mindst to af de tre kurser skal komme fra de tre fagsøjler defineret som kurser i økonomi, finansiering eller kvantitative metoder. Det tredje kursus kan enten vælges inden for en af uddannelsens tre fagsøjler eller være et mere generelt erhvervsøkonomisk kursus eller et kursus inden for et beslægtet anvendt område.

Studerende, der ønsker at følge en specialiseringsprofil kan vælge blandt mindst to specialiseringer, som kan omfatte:

AEF: International

AEF: Public Policy & Welfare

AEF: Energy & Climate Transition

AEF: Digital Markets & Innovation

AEF: Progressive

Studerende, der vælger en specialisering, vil have mindst to kurser i enten økonomi og/eller finansiering med fokus på den pågældende specialisering, sammen med enten et kursus i kvantitative metoder eller et godkendt valgfag uden for disse områder. Se venligst appendix 6 for flere detaljer om disse mulige specialiseringer.

Alternativt kan de studerende sammensætte deres egen kombination af tre valgfag, forudsat at valget opfylder ovenstående kriterier.

Afsluttende projekt

- Afsluttende Hovedopgave (15 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 8 for fælles CBS proces for aftagerinddragelse i udviklingen af nye uddannelser.

Studielederen, studienævnet og aftagerpanelet mødtes for at drøfte uddannelsen i detaljer. Uddannelsen blev godt modtaget. Kommentarer fra aftagerne er blevet indarbejdet.

3. Baggrundsoplysninger til brug for sagsbehandling

Henvielse til evt. tidligere godkendt heltidsuddannelse og dennes takstindplacering

Denne uddannelse er en omlægning af den eksisterende 2-årige [cand.oecon](#) Applied Economics and Finance og tidligere [cand.merc](#) Applied Economics and Finance

Forslag til takstindplacering

Heltidstakst 1

Begrundelse for takstindplacering

Heltidstakst 1: uddannelsen er en 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

MSc in Applied Economics and Finance (75 ECTS) adskiller sig fra beslægtede uddannelser ved sin integrerede tresøjlestruktur, der kombinerer økonomi, finansiering og kvantitative metoder i én samlet anvendt uddannelse. Eksisterende CBS-uddannelser har enten et bredere fagligt fokus ([f.eks. cand.merc.](#) (mat.), DSC, GMA) eller er mere specialiserede ([f.eks. FIN, FIR, FSM](#)), og ingen kombinerer alle tre søjler med et gennemgående fokus på økonometrisk identifikation, machine learning og AI-validering som centrale analytiske elementer.

Sammenlignet med 2-årige [cand.oecon.](#)-uddannelser på CBS, AU, SDU, KU og AAU er denne uddannelse kortere og har et stærkere fokus på anvendelse af teori og metoder i praksis. Uddannelsen retter sig dermed mod dimittender, der skal varetage analytiske funktioner i praksis, frem for mod en forskerkarriere. I modsætning til data science-uddannelser (ITU, DTU, KU Social Data Science) har uddannelsen sit faglige udgangspunkt i økonomi og finansiering.

Uddannelsens omfang på 75 ECTS afspejler rammerne for universitetsreformen fra 2024 og omdanner den eksisterende 2-årige [cand.oecon.](#) Applied Economics and Finance til en fokuseret, anvendt 1-årig uddannelse.

Se Appendix 3 for en fuld sammenligning af beslægtede uddannelser.

Vælg forventet opstartsår

2027

Angiv forventet optag på uddannelsen det første år

100

Angiv forventet optag på uddannelsen det andet år

140

Angiv det forventede optag på uddannelsen det tredje år

160

Øvrige bemærkninger til ansøgningen?

Denne uddannelse er en omlægning af den eksisterende 2-årige [cand.oecon.](#) Applied Economics and Finance og tidligere [cand.merc.](#) Applied Economics and Finance til en 75 ECTS kandidatuddannelse.

☒ ★Det bekræftes hermed at ansøgningen er godkendt af rektor

Navn på kontaktperson

Regitze Ladefoged

Kontaktpersons e-mail

rl.edq@cbs.dk

Kontaktpersonens telefonnummer

38153319

Vedhæft samlet PDF-fil

Bilag til ansøgning om MSc in Applied Economics and Finance.pdf 864.4 KB

Bilag til ansøgning om MSc in Business Administration and Applied Economics and Finance

Appendix 1: Description of the programme's objectives and career prospects

The Applied programme is rooted in what makes economics and finance especially powerful: our graduates' capacity to bring structure and clarity to complex real-world decisions shaped by constraints, uncertainty, and trade-offs. The programme aims to educate a new generation of insightful economic and financial analysts, investors and advisers to business and society: graduates with a strong foundation in economics, finance, and quantitative methods, and the ability to translate theory into practice, so they can contribute to corporate and public decision-making through rigorous analysis and thought leadership, including in roles that lead to the highest levels of business and societal responsibility.

Our students are trained to (i) understand and apply research-based economic and financial theory to real-world situations, enabling them to interpret observed behaviour and market developments through rigorous conceptual frameworks, (ii) apply econometric and machine learning methods to produce credible and decision-relevant insights, (iii) evaluate advanced analytical tools and output by scrutinizing assumptions, robustness, and sensitivity to changing data and contexts, and (iv) use economic and financial theory to support and improve corporate and public sector decision-making. This creates graduates who can both build and critically assess sophisticated analyses and, crucially, deploy them responsibly in business and societal settings. Such capabilities are increasingly valuable in a world where AI can generate analytical output at scale, but where the ability to understand underlying models, evaluate their credibility, and independently verify or construct them remains essential and scarce. The programme therefore embraces AI as a powerful tool for applied economic and financial analysis, not as a substitute for economic reasoning, quantitative judgment, or independent critical thinking. Graduates should be able to use AI efficiently and wisely: to accelerate analytical workflows where appropriate, while retaining responsibility for the framing of questions, the assessment of assumptions, the validation of outputs, and the interpretation of results.

The academic core is organized around three integrated pillars: Economics, Finance, and Quantitative Methods. Teaching is problem-driven and data-intensive,

using real or realistic datasets and project-based work that mirrors contemporary analytical practice. Modern computational tools, including relevant programming languages (e.g., Python) and generative AI where relevant, are incorporated as part of this applied analytical toolkit. Their use is embedded in a broader training in model-based reasoning, empirical credibility, and critical evaluation, so that students learn not only how to produce analytical output, but how to judge whether that output is valid, robust, and decision-relevant.

Assessment in the concentration is designed to ensure both theoretical mastery and applied competence. Students are evaluated through rigorous in-class written exams (e.g., 4-hour mid-term examinations) that test core theory and methodological understanding, alongside written project work where they develop and document analyses using real or realistic data. Project outcomes must be orally defended, training students to communicate assumptions, methods, and results clearly and to justify and critique their choices under questioning in professional and academic settings. This assessment structure is particularly important in an AI-enabled environment: students must be able to explain, defend, and verify their analytical choices, rather than merely present outputs generated by external tools.

The programme targets analytical roles where economic and financial models are translated into robust, decision-ready tools, supported by strong econometric and quantitative capabilities and, where relevant, modern computational methods. Graduates are prepared for roles primarily across the private sector, including leadership roles in financial and non-financial sector, data science and decision analytics specialists, forecasting and economic analysts, consultants, and quantitative and risk analysts (e.g., credit, model validation, stress testing), but also for roles in the public sector. The latter includes policy- and regulation-facing positions in ministries, agencies, central banks, and regulators (e.g., impact evaluation, competition and regulatory analysis, public finance, labour markets, and energy and climate policy analytics). Graduates are expected to embody what is increasingly described as a "Pi-profile": deep domain expertise in economics, finance, and quantitative methods as one foundation, demonstrable AI competence as the second, and the judgment, analytical ownership, and responsibility that connect them.

The labour market context makes this profile urgent. AI pressure is highest, and regulatory protection lowest, in precisely the sectors this programme targets: investment banking, management consulting, equity analysis, and economic advisory. In these fields, employers no longer hire routine analysts; they hire candidates who can architect analyses, evaluate AI output critically, and take responsibility for conclusions. The traditional one- to two-year apprenticeship phase, through which previous generations developed seniority by drafting first versions and reviewing evidence, is disappearing. Graduates who enter with a strong domain foundation in economics and finance, combined with genuine AI competence and the judgment to deploy it responsibly, are therefore not merely better prepared; they are what employers now require from day one.

Appendix 2: Structure

FOUNDATION ONBOARDING	QUARTER 1 BUILDING THE QUANTITATIVE TOOLBOX	QUARTER 2 APPLYING ECONOMIC THEORIES	QUARTER 3 APPLYING FINANCIAL MODELS	QUARTER 4 CUSTOMISABLE APPLICATIONS
<i>AI literacy, Python & Math/Stat preparation</i>	<i>Quantitative & data methods for markets</i>	<i>Economic theory applied to firm decision-making</i>	<i>Financial models applied to firm decision-making</i>	<i>Elective specialisations</i>
- AI Literacy - Python Introduction - Math & Statistics Preparation	Big Data & Machine Learning 5 ECTS Time Series Forecasting 5 ECTS Causal Econometrics for Markets and Firms 5 ECTS	Applied Industrial Organization 5 ECTS Applied Macroeconomics for the Firm 5 ECTS Applied Organizational Economics 5 ECTS	Corporate Finance and Derivatives 7.5 ECTS Capital Market Theory 7.5 ECTS	Core Elective 1 5 ECTS Core Elective 2 5 ECTS Free Elective 5 ECTS
0 ECTS	15 ECTS	15 ECTS	15 ECTS	15 ECTS
	EXAMS 7.5 ECTS One 6-hour written exam with breaks at 2 hours; subject grades reported separately 7.5 ECTS Oral exam based on home assignment	EXAMS 7.5 ECTS One 6-hour written exam with breaks at 2 hours; subject grades reported separately 7.5 ECTS Oral exam based on home assignment	EXAMS 7.5 ECTS One 6-hour written exam with a break at 3 hours; subject grades reported separately 7.5 ECTS Oral exam based on home assignment	NOTES <i>Internationalization and internship opportunities may be scheduled here.</i>

Appendix 3: Comparison to other programs

Comparison to other CBS Programs

Programme (CBS)	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
Pilot– Applied Economics, Finance	cand.merc. (75 ECTS)	Economics + Finance + Quantitative Methods (integrated; applied orientation)	Economics and financial theory and model building coupled with econometrics + machine learning	
OECON – MSc in Economics and Finance (Advanced & Applied as concentrations)	cand.oecon. (120 ECTS) (CBS Study Programs)	Economics & finance as a research-based economics degree	Advanced theory + econometrics; broader research-based framing (CBS Study Programs)	A 2-year cand.oecon with clearer economics-degree / research-based framing; Pilotis a 75 ECTS cand.merc whose identity is application and deployment of decision tools, including ML. and AI validation discipline rather than “PhD/forefront research” positioning.
Cand.merc.(mat.) – Business Administration and Mathematical Business Economics	cand.merc.(mat.) (120 ECTS) (CBS Study Programs)	Business economics + mathematics (strong quantitative/math s identity)	Heavy mathematical/quantitative orientation	More math-first (mathematical business economics as the primary identity). NEW is econ+finance model-based application with econometrics + ML/AI + credibility/stress-testing (less “math for its own sake,” more “decision-ready modelling”).
FIN – Finance and Investments	cand.merc. (120 ECTS) (study regulations)	Finance specialization (markets, investments, asset pricing)	Finance modelling + empirical methods for pricing/risk	More finance-specialist (investment/asset-pricing-centered). Pilot is explicitly three-pillar (econ+finance+quant) and defines itself by econometrics + ML/AI + validation, not primarily

Programme (CBS)	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
				investments/asset pricing.
FIR – Finance and Accounting (finansiering og regnskab)	cand.merc. (120 ECTS) (CBS Study Programs)	Finance + accounting/reporting orientation	Finance/accounting methods; professional accounting/finance continuation	More finance + accounting/reporting/control oriented. Pilot is economic & financial modelling with a stronger, explicit econometrics + ML/AI + AI veracity/stress-testing spine.
MSc Business Administration & Data Science (DSC)	cand.merc. (120 ECTS) (CBS Study Programs)	Broad business administration + data science	Programming/ML/data science methods across domains (CBS Study Programs)	More generalist data science across business domains. Pilot is domain-first (economics + finance) and differentiates by causal identification + AI veracity/stress-testing as a defining competency (not just ML capability).
GMA – General Management and Analytics	cand.merc. (120 ECTS) (CBS Study Programs)	General management + analytics	Analytics methods applied to management contexts (CBS Study Programs)	Anchored in general management; analytics is used in service of management breadth. Pilot avoids “general management” identity and stays anchored in econ+finance+quant methods and decision-tool deployment with AI validation.
FSM – Finance and Strategic Management	cand.merc. (120 ECTS) (study regulations)	Finance combined with strategic/managerial framing	Finance tools + strategy/management integration	More strategy/organisation integrated. Pilot is explicitly not a strategy programme; it is economic/financial modelling + econometrics/ML/AI (and credibility discipline) as the core identity.
ASC – Accounting, Strategy and Control	cand.merc. (120 ECTS) (study regulations)	Accounting, control, performance management	Accounting/control methods; managerial control toolset	More accounting/control focused (with strategy/control identity). Pilot is

Programme (CBS)	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
				econ+finance+quant methods and positions itself around applied modelling + ML/AI credibility, not management control/accounting.
IT – Business Administration and Information Systems	cand.merc.(it) (120 ECTS) (CBS Study Programs)	Information systems and organisations	IS/technology + organisational/digitalisation methods (CBS Study Programs)	More information systems / IT management oriented. Pilot is economics/finance modelling with econometrics + ML/AI validation, not IS design/IT governance.
DIB – Business Administration and Digital Business	cand.merc. (120 ECTS) (CBS Study Programs)	Digital business, digital transformation	Digital technologies + AI/data in a broader digital business framing (CBS Study Programs)	More digital transformation/platform/digital practice oriented. Pilot is economic & financial modelling (not digital business) and is defined by econometrics + ML/AI for decision-ready tools + credibility testing.
SOL – Strategy, Organization and Leadership	cand.merc. (120 ECTS) (CBS Study Programs)	Strategy, organisation, leadership	Organisation/leadership/strategy toolsets (CBS Study Programs)	Much more organisation/leadership focused. Pilot is a quantitative econ/finance programme and should avoid being read as a leadership/strategy degree.

Comparison to Other Danish Programs

Programme (Denmark, non-CBS)	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
UCPH – MSc in Economics	cand.polit. (optional) cand.oecon (120 ECTS) (Economic Institute)	Economics (broad fields; strong economics discipline) (University of Copenhagen)	Econometrics-heavy elective set (e.g., advanced micro/macro econometrics) (University of Copenhagen)	It is a full 2-year economics degree with a broad economics curriculum and thesis requirements; New programme is cand.merc. 75 ECTS and is positioned around applied econ+finance decision tools using econometrics + ML/AI with explicit AI-veracity/stress-testing (more deployment-oriented, more explicitly AI/ML governance in application).
AU (Aarhus BSS) – Finance (cand.merc.)	cand.merc. (typically 120 ECTS / 2-year) (Kandidat)	Finance: asset/derivative pricing, financial institutions, corporate finance (Kandidat)	Quantitative theoretical & empirical finance models (Kandidat)	More finance-specialist (asset pricing/derivatives/institutions as the centre). New programme keeps economics as an equal pillar and differentiates by making econometrics + ML/AI + validation/stress-testing the defining spine across business/societal problems (not primarily investments/asset pricing).
ITU – MSc in Data Science	cand.scient. (120 ECTS)	Data science (technical + scientific problem-solving) (ITU)	Algorithms/ML/data handling + operationalisation (ITU)	More general, technical data science degree (not anchored in economics/finance as domain pillars). New programme differentiates through economic and financial modelling as the domain core and econometric identification + AI credibility discipline as a signature.
SDU – MSc in Economics (cand.oecon.)	cand.oecon. (120 ECTS) (Odin)	Economics (professional economist toolkit;	Economics + econometrics + data science (research-	A full 2-year economics degree (cand.oecon) where economics is the organising principle. New

Programme (Denmark, non-CBS)	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
		welfare/policy/markets (sdu)	based teaching) (sdu)	programme is cand.merc. 75 ECTS with a sharper applied identity: deploying econ+finance models with econometrics + ML/AI, including explicit AI-veracity and stress-testing for decision tools.
AU (Aarhus BSS) – Economics	cand.oecon. (typically 120 ECTS / 2-year) (Kandidat)	Economics with flexible specialisation across fields incl. finance/econometrics (Kandidat)	Strong econometrics and applied quantitative course options (Kandidat)	Again, a full economics degree with breadth and a large elective space. New programme is shorter (75 ECTS) and differentiated by tight integration of econ+finance+quant methods + ML/AI validation aimed at decision-ready deployment.
AAU – MSc in Economics (cand.oecon.)	cand.oecon. (120 ECTS) (AAU Curricula)	Economics (economist training; research-based) (AAU Curricula)	Economics + econometrics (as economics degree identity) (AAU Curricula)	A cand.oecon. economics degree (2-year, 120 ECTS). New programme is cand.merc. 75 ECTS and differentiates by being econ+finance application with modern econometrics + ML/AI and explicit credibility/stress-testing rather than a broad economics master.
AAU – MSc in Economics and Business Administration (Finance)	cand.merc. (Finance) (120 ECTS) (AAU Curricula)	Finance (markets + corporate financing; business school finance track) (Aalborg University)	Finance theory/methods; quantitative finance skills (AAU Curricula)	More finance-track within cand.merc., less explicitly built around <i>three equal pillars</i> (econ+finance+quant methods) and less explicitly “AI veracity + stress-testing” as the defining identity.
UCPH – MSc in Social Data Science	MSc (typically 120 ECTS / 2-year) (University of Copenhagen)	Data science + social science theories (incl. economic theory among several) (University of Copenhagen)	ML/predictive analytics/NLP + social-science methods (University of Copenhagen)	It is interdisciplinary social science + data science (not economics+finance as pillars). New programme is explicitly economic + financial modelling with econometrics/causality and AI validation tailored to

Programme (Denmark, non-CBS)	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
				economic/financial decision contexts.
SDU – cand.merc. (Accounting and Finance profile)	cand.merc. (typically 120 ECTS / 2-year) (mitsdu)	Accounting + corporate finance/financial management (sdu)	Finance/accounting models for management decisions (sdu)	More accounting-centric (accounting + finance management decisions). New programme's identity is econ+finance+quant methods with econometrics + ML/AI credibility/stress-testing as a core differentiator, rather than accounting/reporting as a pillar.
DTU – MSc Eng in Mathematical Modelling and Computation	cand.polyt. (120 ECTS) (student.dtu.dk)	Mathematical modelling/computation (engineering mathematics) (student.dtu.dk)	Optimization, ML, statistical modelling, HPC etc. (dtu.dk)	More engineering/maths and not anchored in economics/finance domain content. New programme is a business/econ-finance degree (cand.merc.) that uses quant/ML/AI in service of economic and financial decision tools (with causal and AI-veracity discipline).
Erhvervsøkonomi / Economics and Business Administration (AAU)(Business Data Science)	cand.merc. (typically 120 ECTS / 2-year) (mitsdu)	Broad business administration + data science	Programming/ML/data science methods across domains (aau.dk)	More generalist data science across business domains. NEW is domain-first (economics + finance) and differentiates by causal identification + AI veracity/stress-testing as a defining competency (not just ML capability).
DTU- MSc in Business Analytics	cand.polyt. (120 ECTS) (student.dtu.dk)	Engineering, mathematics or quantitative backgrounds. Engineering, applied mathematics, business analytics	Predictive and prescriptive analytics, optimization	More engineering/maths and not anchored in economics/finance domain content. New programme is a business/econ-finance degree (cand.merc.) that uses quant/ML/AI in service of economic and financial decision tools (with causal and AI-veracity discipline).

Comparison to other NEW 75 ECTS programmes (Denmark)

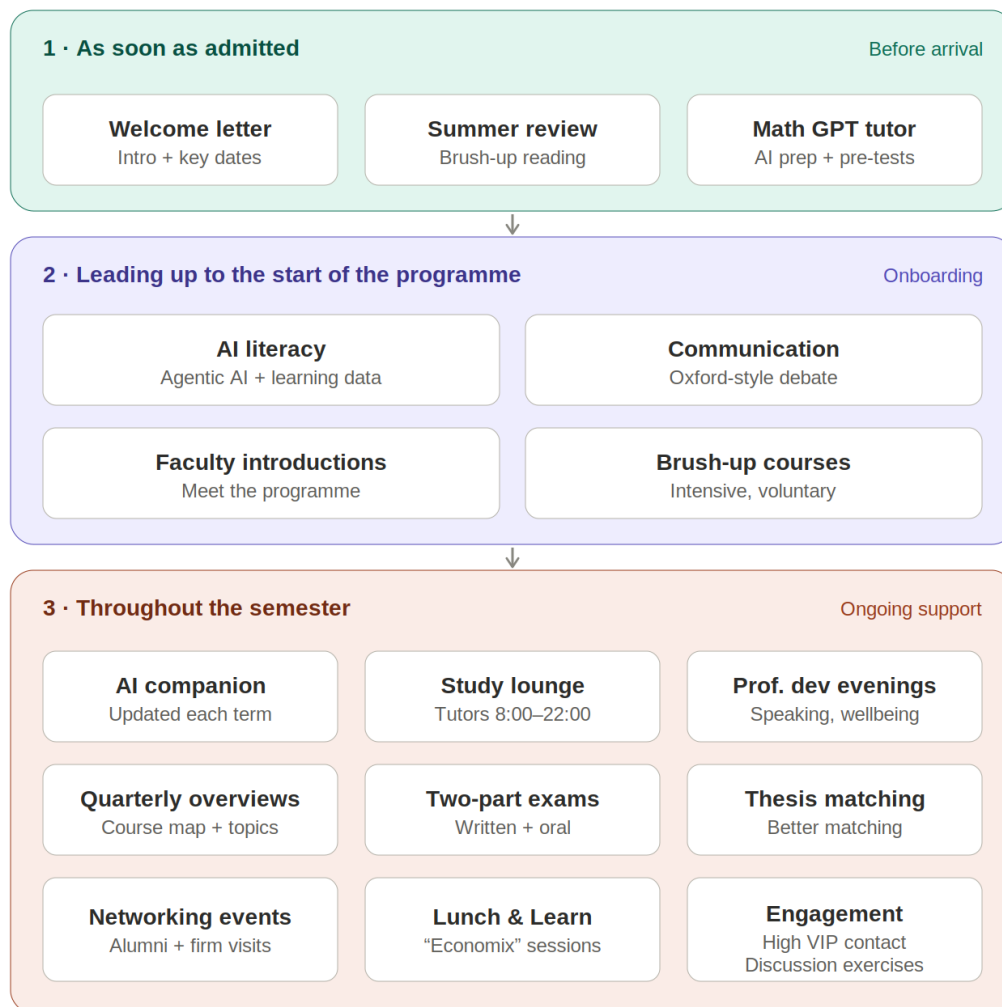
Programme	Type of degree (and ECTS)	Core domain focus	Methods emphasis	How this differs from the NEW 75 ECTS Applied (blank for NEW)
Erhvervsøkonomi (cand.merc.) / Economics and Business Administration (AU)	cand.merc. (75 ECTS)	Broad business administration / economics & business	Not specified in the RUP template	Broader “economics and business administration” profile; does not (in the RUP description) specify the integrated three-pillar identity (economics–finance–quantitative methods) or an explicit econometrics + ML/AI validation/veracity spine geared toward decision-ready modelling tools.
Erhvervsøkonomi / Economics and Business Administration (AAU)	Kandidatuddannelse (75 ECTS); cand.-type not specified in RUP template	Broad business administration	Not specified in the RUP template	Similar broad business-administration framing; does not (in the RUP description) position itself as an economics-and-finance modelling programme with a dedicated econometrics + ML/AI + validation/stress-testing core aimed at high-stakes decision tools.

Appendix 4: Educational Quality

1. Supporting Student Development Beyond the Curriculum

The programme's commitment to educational quality extends well beyond the formal curriculum. A range of non-ECTS activities has been designed to support student preparation, professional development, social cohesion, and oral communication skills throughout the programme — from the moment of admission to graduation.

The figure below summarizes the programme's goals and is followed by a more detailed explanation:



1.1. *Before the Programme Begins*

Admitted students receive a welcome letter introducing the programme and key dates, along with curated review materials to support independent preparation over the summer break. The programme is also exploring the development of a Math GPT tool — an AI-assisted platform with pre-tests — to help students self-assess and consolidate quantitative skills before arrival.

1.2. *Welcome Week & Onboarding*

The programme participates in CBS's university-wide Welcome Week, and supplements it with sessions designed specifically for the new cohort. These cover an introduction to AI and its implications for learning; an Oxford-style debate to develop argumentation and communication skills from day one; and a session on how to communicate complex quantitative ideas to non-specialist audiences. Beyond their academic content, these sessions serve as an early opportunity for students to form relationships with one another and with faculty.

Prior to Welcome Week, students are also invited to a voluntary Onboarding session designed to ease the transition back into academic life, reviewing the foundational material they are expected to know when classes begin.

1.3. **Study Lounge**

A central feature of the programme is a dedicated study lounge reserved exclusively for AEF students. More than just a study space, the lounge is designed to serve as the social and intellectual home of the cohort — a place where students work together, support one another, and develop the kind of peer learning culture that distinguishes the best graduate programmes. At a time when AI tools risk making study an increasingly solitary and passive experience, the lounge is a deliberate counter-force: a dynamic, inviting environment that draws students in, keeps them engaged, and makes the act of learning together feel more valuable than learning alone. Tutors are available throughout much of the day, ensuring that students always have access to support when they need it. The Study Director is a regular presence in the lounge, and faculty are actively encouraged to spend time there as well — deliberately blurring the boundary between formal teaching and informal intellectual exchange. The goal is to create an environment where academic conversations continue outside the classroom, where students feel ownership of their programme, and where the cohort develops a shared identity and sense of purpose.

The lounge is also where much of the programme's non-curricular life will be anchored. Professional Development Evenings, Lunch and Learn sessions, networking events, and informal faculty visits will all gravitate around this space, making it the natural hub of the programme's community. Rather than a collection of disconnected activities scattered across the university, the programme has a physical centre — and that centre belongs to the students.

Perhaps most importantly, the relationships formed in the lounge will not end at graduation. The cohort that works, debates, and struggles together through four demanding quarters will carry those connections into their careers. The alumni network that the programme is committed to building does not begin after graduation — it begins on the first day in the lounge. The goal is that, years from now, AEF graduates will look back on this space as the place where their professional network was born, and where the standards and identity of the programme were formed.

1.4. Quarterly Overview Sessions

At the start of each teaching period, a Quarterly Overview session is held. The Study Director welcomes students, professors introduce their courses and explain how they relate to one another, and students receive a list of topics they are expected to know as prerequisite knowledge. This creates continuity and coherence across courses, and helps students orient themselves within the broader programme arc.

1.5. Professional Development Evenings

Ongoing professional development is supported through a programme of Professional Development Evenings, covering:

- public speaking and Oxford-style debate,
- strategies for communicating complex quantitative ideas clearly, and
- sessions on stress awareness and professional resilience.

These activities develop the oral communication and professional conduct that employers in economics and finance expect, but which are rarely taught explicitly in technically-oriented programmes.

1.6. Lunch and Learn

Intellectual community is fostered through a Lunch and Learn series in which faculty present their current research in accessible terms. These sessions serve a dual purpose: they expose students to frontier research, and help build demand for various 45 ECTS continuing education modules, perhaps motivating students to extend their studies.

1.7. Networking and Alumni Engagement

Networking and alumni engagement are actively developed through structured networking events, visits to firms, and efforts to build and formalise the programme's alumni network from an early stage. The existing student union is supported and strengthened, with the aim of creating a self-sustaining community that outlasts any individual cohort.

1.8. Study Infrastructure

The programme maintains a designated, well-equipped study lounge dedicated to AEF students, with tutors available from 8:00 to 22:00. The

Study Director is a regular presence in this space, and faculty are encouraged to engage informally with students there as well.

1.9. *Learning Design and Assessment Alignment*

Each course is assessed through two complementary exam forms: a written sit-in exam and an oral exam based on a home assignment. The written exam evaluates mastery of the course's theoretical and methodological content without the aid of AI. The oral defence of the written project assesses the ability to apply that knowledge independently, using all tools available — including AI. This structure is consistent across the first three quarters, giving students a clear and predictable assessment framework throughout the programme.

1.10. *Technology and Thesis Supervision*

Ideally, technology is embedded in the learning environment through a continuously updated AI Companion tool, refreshed each semester to reflect the courses currently being taught.

The programme also takes thesis supervision seriously as a quality dimension. Work is underway to develop better matching processes between students and supervisors, and to open the possibility of business-like thesis projects co-supervised by highly qualified external partners from the private sector.

Taken together, these activities reflect a conviction that excellence in an applied economics and finance programme is not solely a matter of curriculum content. The best programmes develop professionals — people who can think rigorously, communicate clearly, collaborate effectively, and conduct themselves with integrity. The activities described here are the infrastructure through which that development takes place.

Appendix 5: Internationalization

Options include:

- **Embedded exchange:** Students complete their 3rd and 4th quarters at a partner institution. Reserved for the strongest students at the very best partner universities.
- **Quarter-length electives at partner institutions (see potential partners below):** Students take one or more electives abroad within the programme's elective quarter.
- **ECTS-granting internships abroad:** Available only in exceptional cases, for outstanding students placed at elite institutions.
- **Study trips:** CBS electives that incorporate a two-week international study trip as a formal part of the curriculum.

AEF EXCHANGE PROGRAMME · SLIDE 2 OF 2

Term Structures & Potential Exchange Partners

Calendar fit, likely extensions to the exchange list, and candidates with partially suitable term structures.

CALENDAR & TERM STRUCTURES

Universities with a quarter or trimester structure may make short exchanges easier — but calendar fit is not guaranteed. Semester universities sometimes use blocks, which can also create opportunities. Always check the specific calendar.

Quarter / Block Structure (from Top 20)

> Tulane University

> UNC Chapel Hill (Kenan-Flagler)

> University of Sydney

> Erasmus Universiteit Rotterdam (RSM) *block/period structure*

> Nova SBE (Lisboa)

> Univ. of Chicago Booth *not in Top 20 — reference*

LIKELY EXTENSIONS TO EXCHANGE LIST

Strong Candidates

> Maastricht University

> Tilburg University

> Aalto University

> UCLouvain

> Imperial College Business School

> Bayes Business School

> University College London

> Regent's University London

> University of Edinburgh

> UNSW Sydney

> Bond University

> Deakin University

> Griffith University

Term structure information is indicative only — always verify directly with the institution. Calendar fit depends on the specific exchange format and year.

15/20

Appendix 6: Electives and Specialization possibilities

Students must take 15 ECTS of electives in the 4th quarter. Those who remain at CBS for the 4th quarter choose from a limited number of 5 ECTS electives — three courses in total (3 × 5 ECTS).

The whole structure is sustained by **seven course offerings**: 2 Economics, 2 Finance, 2 Quantitative Methods, and 1 elective outside the core domain. The two offered subject specializations draw on the same Economics and Finance courses as the discipline tracks, presented under subject-specific names — so no additional offerings are required.

Students choose **one of three paths**.

Path 1 — Subject specialization

The program offers **at least two** subject specializations each year, rotated from the menu below. Each consists of 2 core courses (one Economics, one Finance) focused on the theme, plus 1 Open course. The two core courses are the program's Econ 1 / Econ 2 and Finance 1 / Finance 2 under subject-specific names. Note that the specific core courses shown are meant as possibilities; there are other possibilities not shown.

Menu of potential specializations:

- **International** — International Economics (E) + International Finance (F) + 1 Open
- **Digital Economy & Innovation** — Platform Economics & AI (E) + Fintech & Digital Finance (F) + 1 Open
- **Energy & Climate Transition** — Climate & Environmental Economics (E) + Green Finance & ESG Investing (F) + 1 Open
- **Public Policy & Welfare** — Welfare Economics (E) + Public Finance (E/F) + 1 Open

The Open course may be:

- Advanced Machine Learning (Q)
- Advanced Econometrics (Q)
- A course outside the program's pillars of Economics, Finance, and Quantitative Methods — e.g., Global Business Strategy, Strategies for Competition and Growth
- Any Economics or Finance course from the other offered specialization

Path 2 — Discipline specialization

Students may instead specialize in one of the program's core disciplines:

- **Progressive Economics** — Econ 1 + Econ 2 + (Quant 1 or Quant 2)
- **Progressive Finance** — Finance 1 + Finance 2 + (Quant 1 or Quant 2)
- **Progressive Quantitative Methods** — Quant 1 + Quant 2 + (one Economics or Finance course)

Path 3 — No specialization

Students who do not take a specialization must choose at least 2 of their 3 courses from the core pillars (Economics, Finance, or Quantitative Methods).

Elective Courses

The two subject specializations and three discipline specializations are all sustained by the same seven offerings: 2 Econ + 2 Finance + 2 Quant + 1 elective outside the core domain. Because the subject-specialization courses are the same courses as Econ 1/2 and Finance 1/2, the menu in Path 1 can be rotated without expanding the catalogue.

Appendix 7: The Nordic Nine

The Nordic Nine are not treated as an additional layer placed on top of the MSc in Applied Economics and Finance. They are reflected in the programme's basic design: in the type of students the programme seeks to attract, the structure of the curriculum, the way courses are taught and assessed, and the professional identity the programme aims to develop. The programme is built around the conviction that modern economic and financial decision-making requires more than technical proficiency. Graduates must be able to analyse complex problems rigorously, judge the credibility of evidence, work constructively with others, and use analytical tools responsibly in decisions that affect firms, markets, public institutions, and society.

This is why the programme's academic core combines economics, finance, and quantitative methods. Students are trained to bring structure to decisions shaped by scarcity, uncertainty, incentives, institutional constraints, and trade-offs. This directly reflects the Nordic Nine emphasis on deep business knowledge placed in a broader context, analytical curiosity in the face of ambiguity, and the capacity to recognise societal challenges and contribute to their resolution. The programme's quantitative spine — causal data analysis, time series analysis, machine learning, big data analytics, and empirical finance — gives students the tools to analyse complex evidence. At the same time, the economic and financial core ensures that these tools are not used mechanically, but are grounded in theory, institutional understanding, and decision relevance.

The programme's approach to AI further reinforces this ambition. AI is embraced as part of the modern analytical toolkit, but never as a substitute for economic reasoning, quantitative judgment, or independent critical thinking. Students learn to use AI efficiently and wisely: to accelerate analytical workflows where appropriate, while retaining responsibility for problem formulation, model choice, validation, interpretation, and communication. This reflects the Nordic Nine in a particularly contemporary form. Students are trained to be analytical with data and curious about ambiguity, but also critical when thinking and constructive when collaborating. They must learn not only how to produce output, but how to assess whether analytical output is credible, robust, and ethically usable.

The Nordic Nine are also reflected in the programme's pedagogy. Teaching is problem-driven and data-intensive, using real or realistic datasets and project-based work that mirrors contemporary analytical practice. Students do not merely learn models in isolation; they apply them to business, financial, and public-policy problems where assumptions matter and conclusions must be defended. The consistent combination of written sit-in examinations and oral defences is central to this design. Written exams ensure individual mastery of theory and methods, while oral defences require students to explain, justify, and critique their analytical choices. This assessment structure develops students who can think independently, communicate clearly, and defend the limits as well as the strengths of their analysis.

The programme's student profile is also aligned with the Nordic Nine. Selection criteria emphasize not only grades, but breadth across economics, finance, and quantitative methods, as well as a motivated interest in data, analytical work, and applied

economic and financial questions. The aim is to recruit students who are technically capable, intellectually curious, and motivated by real-world problem-solving. These are students who can grow through relearning, adapt to new tools and contexts, and contribute actively to a demanding learning community.

That learning community is a deliberate part of the programme design. The dedicated AEF study lounge, onboarding activities, quarterly overview sessions, professional development evenings, Lunch and Learn sessions, networking events, and alumni-building activities are designed to make the programme more than a sequence of courses. They create a setting in which students work together, explain ideas to one another, debate assumptions, develop oral communication skills, and build a shared professional identity. In this sense, the programme operationalises the Nordic Nine not only through curriculum content, but through the social and pedagogical infrastructure surrounding the curriculum. Students are expected to be critical thinkers, but also constructive collaborators.

The elective structure further connects the Nordic Nine to student choice and professional formation. The application profiles — International; Public Policy & Welfare; Energy & Climate Transition; Innovation, Strategy & Digitalization; and Progressive — allow students to apply a shared analytical foundation to different societal and business challenges. These profiles make clear that applied economics and finance are not narrow technical domains. They are tools for understanding and improving decisions about global markets, welfare systems, climate transition, innovation, digitalization, and long-term prosperity. In this way, the programme connects competitiveness in business with responsibility toward society and future generations.

Finally, the programme's international and professional orientation supports the Nordic Nine emphasis on creating value from global connections for local communities. Graduates are prepared for analytical roles in firms, financial institutions, consultancies, ministries, regulators, central banks, and international organisations. Across these contexts, the intended graduate profile is the same: a professional who can combine rigorous economic and financial analysis with judgment, communication, collaboration, and responsibility.

Taken together, the Nordic Nine are embedded in the programme from the outset. They shape what students learn, how they learn, how they are assessed, how they work with each other, and how they are prepared to act professionally after graduation. The programme therefore contributes to CBS's broader educational ambition by producing graduates who are not only strong analysts, but reflective, responsible, and action-oriented decision-makers.

Bilag 8. Fælles CBS-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. 10. februar: Møde med Finans Danmark. 1. april: Dialogmøde med Finans Danmark, Danske Bank, Nordea, Nykredit og Jyske Bank. 28. april: Møde med Dansk Erhvervs rådgiverudvalg. 25. august: Møde med DI Rådgiverne. 27. august: Møde med DI Ejendom. 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. 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. Deltagerliste: • Danske Rederier • Deloitte Danmark • Djøf • EY Danmark • Finans Danmark • FLSmidt • Forsvaret • Fritz Shur Consumer Products

		• FSR – danske revisorer • GN • Grant Thornton Danmark • Implement • KPMG Danmark • Kunde & Co • McKinsey • PwC • Ramboll Management Consulting • Voluntas • Ørsted
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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.

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

Copenhagen Business School
Sekretariat for Ledelse og
Kommunikation
Kilevej 14, 1. sal
2000 Frederiksberg

Tel.: 38153815
cbs@cbs.dk
www.cbs.dk