

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 28-04-2026

Mødedato Tirsdag d. 28. april 2026 kl. 13:00

Mødested 25.1-003 ISE

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Punkt 1: Members present

Beslutning

Present: Faisal Ibrahim Ahmed Mohamoud (Vicechair), Charlotte Liin Lund (STUD), Petter Madsen Kirkegaard (STUD), Asta Breinholt (VIP), Johannes Kabderian Dreyer (VIP), Jørgen Ole Bærenholdt (VIP), Katrine Damberg (Secretary of the Study Board), Line Nora Dalby (Sagsbehandler).

Absent: Muna Kaid Enad Al-Said (STUD), Helene Dyrhaug (Chair).

Punkt 2: Approval of the agenda

Members are asked to review and approve the meeting agenda.
(Any requests for changes to the agenda should be raised before approval.)

Beslutning

The agenda was approved.

Punkt 3: Approval of last month's minutes

Members are asked to review and approve the minutes from the previous meeting.
(If applicable, members may propose corrections or amendments before approval.)

Beslutning

A member noted that “Asta” was misspelled as “Astra”. This will be corrected.
The phrase “and may not reflect actual performance levels.” will be deleted. A full stop will be inserted after “normalized”.

Bilag

SamBach Minutes March.pdf

Punkt 4: Approval of course descriptions at study.ruc.dk

Recommendation

It is recommended that the study board

- Reads and approves the suggested text in the course catalogue for study activities in E26-F27 concerning the following fields:
 - Detailed description
 - Overall plan and expected work effort (ECTS-deklaration og tilrettelæggelse)
 - Examination and assessment criteria (implemented) – only MA-level activities
- In particular checks:
 - That the content of the fields is in accordance with changes to study regulations decided in the fall, e.g., if the content of “Detailed description” or “Examination and assessment criteria (implemented)” is updated if the exam form was changed in the fall.
 - If the field “Examination and assessment criteria (implemented)” – only MA-level activities – is properly filled in.
 - “Properly”, meaning that the information that was taken out of the MA-study regulations with the 2022 “framework” study regulations (rammestudieordninger) is now stated here, see appendices 3-5 (were sent to all course convenors prior to the period where they can edit their activities).
 - “Properly” also meaning that the activity has assessment criteria – preferably with intro and outro: “It is evaluated to which degree the student show ability to [bullets] and if the formal criteria to the [written product] are fulfilled”.

Appendices

- Memo about the approval of activity descriptions – Approval of txt on Study.ruc.dk-memoE26-F27
- Word documents with the editable fields for each study activity in E26-F27 (pr. programme)
- Guide on how to fill in the editable fields on study.ruc.dk – How to study.ruc.dk-March-2026
- The exam handbook (Danish only) – Eksamenshåndbog RUC_2026-01-20
- List of examples for text on Study.ruc.dk – List of examples for text on Study

Beslutning

Given the extensive amount of reading, a VIP informed the Study Board that the Chair, Helene, will review all courses. Another VIP suggested that the Study Board members could instead divide the courses among themselves.

It was noted that prior subject knowledge can be important for conducting meaningful reviews. Members were encouraged to contact Helene directly if they identify any significant issues.

Specific examples discussed included *Videnskabelig metode* in relation to the number of pages and ECTS, as well as BC2 Sociology, GAI guidelines, and *Marketing Management Theory*.

The possibility of carrying out additional review work, if needed, was also discussed.

The Study Board also recommended that the format of this agenda item be reconsidered for next year, to avoid distributing unnecessary reading material to members.

Finally, a VIP noted that the level of detail varies significantly across courses, with some descriptions being overly detailed. The Study Board emphasized the importance of keeping course descriptions concise and precise.

The Study Board approved the proposed text.

Bilag

Approval of txt on Study.ruc.dk-memoE26-F27.docx

SAB-E26.docx

SIB-E26.docx

Eksamenshåndbog RUC_2026-01-20.pdf

List of examples for text on Study.docx

How to study.ruc.dk-March-2026.docx

Punkt 5: Lukket

Punkt 6: Approval of RUC's common educational rules

Background

RUC's common educational rules (fælles uddannelsesregler), which are due to come into force on 1 September 2026, are currently under review. No major changes are planned at this stage, as there are several other changes, including those relating to master's programmes. Uddannelsesjura anticipates that major changes may be made again in 2028.

The study leaders at ISE have therefore not proposed submitting any amendments at this stage.

Recommendation

It is recommended that the study board reads and approves the draft for RUC's common educational rules (RUC's fælles uddannelsesregler).

Appendices

- Draft for Roskilde University's common study regulations 2026
- Email correspondence with Connie Jakobsen 7–21 April 2026

Beslutning

The administrative coordinator outlined the process behind the proposal.

The Study Board had no comments or suggestions for changes to RUC's common educational rules.

Bilag

Bilag 1 - Udkast til fælles uddannelsesregler_2026_udsend.docx

Bilag 2 - Email correspondance with Connie Jakobseb.pdf

Punkt 7: Lukket

Punkt 8: Discussion on the study environment in the 3rd semester

Background

At the previous Study Board meeting, several members highlighted the transition on the third semester to the subject modules as a significant challenge affecting both the study environment and the student retention into the master's programmes. In particular, issues of students experiencing weak social cohesion were raised.

The Study Board agreed that this issue should be addressed explicitly and placed on the agenda for a future meeting. As a follow-up, Helene is working on collecting input from the Heads of Study in the subject modules, which will be reviewed on a future meeting in a discussion on the academic coherence and organizational collaboration related to the transition on the 3rd semester.

The discussion on this meeting will focus on the **broader study environment perspective** on the 3rd semester, with particular emphasis on the students' experiences and the Study Board's input to the work of the Study Environment Tutors (SMTs) in the coming academic year. The discussion will focus on the conditions surrounding students' everyday experience of the transition on the 3rd semester, including how organizational and social frameworks may support a positive study environment during the transition to subject modules.

Points for discussion

- From a study environment perspective, how do students experience the transition to the subject modules on the 3rd semester, particularly in terms of social cohesion, sense of belonging and feeling part of a coherent study programme?
- Outside the teaching context, what types of social or academic activities do students find meaningful during the 3rd semester, and how can these perspectives inform the priorities of the Study Environment Tutors (SMTs) in the coming academic year?

Beslutning

The study board initiated the discussion but did not reach a conclusion. The discussion will therefore be continued at a future meeting.

A VIP suggested that students should be given a clearer academic identity earlier in the bachelor programme, linked to their subject modules. This could, for example, be considered already when forming student groups at the beginning of the programme. It was also raised whether parts of the bachelor structure could be organised around shared academic interests during the first year.

A student pointed out that this approach could potentially lead to competition between subject modules to “attract” students.

A VIP added that teaching at class level could be structured or targeted more towards students’ academic interests.

A student suggested that there should be support for establishing new subject committees within the subject modules and emphasised a shift from planned events towards more student-initiated activities.

A VIP noted that the proposal places too much emphasis on the study environment and that the issue should instead be viewed as a broader question concerning the overall structure of the bachelor programme.

The study board will continue the discussion at the upcoming meeting in May.

Punkt 9: Orientation about Subject Selection Day

Subject Selection Day took place on 15 April 2026, and the overall impression from the Student and Career Guidance Service (S&K) is that the day went well. Many thanks to everyone who contributed.

The Student Guidance Service's joint Danish presentation, held in the Main Auditorium, was very well attended, with approximately 250–300 students present. The corresponding English-language presentation, held in the Small Auditorium, was attended by approximately 20 students.

At ISE, Programme Coordinator Katrine Damberg has acted as the coordinator for staffing and, in this connection, has reminded VIP to find student ambassadors and to prepare presentations themselves.

The Study and Career Guidance Service has subsequently had the opportunity to gather informal feedback from the academic staff and student ambassadors involved, which is being incorporated into the internal planning of future subject choice days. The overall assessment is that the concept of the Subject Selection Day continues to function as intended.

Beslutning

The Study Board had no comments.

Punkt 10: Orientation about Subject module combinations

The Study Board is hereby informed of a revised list of module combinations, following the closure of a number of combinations, as previously reported.

The closures are primarily due to the fact that it has not been possible to organise a relevant legal qualification programme for which students can become academically qualified within the framework of a combined subject module of 35 ECTS without the use of optional ECTS.

Appendix

- Bacheloruddannelser og bachelorkombinationsmuligheder på RUC

Beslutning

The study board took the information into account.

A student noted that SIB students do not receive sufficient information about the possibility of choosing Danish-language subject modules, for example the option of combining IS with Danish-taught modules.

It was also pointed out that there is inconsistency in the terminology used, as GH is also referred to as HIB.

Bilag

Bachelorfagmoduler_rev_april 2026.docx

Punkt 11: Any other business

Beslutning

No items were raised under Any Other Business.