

# **REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 28-11-2024**

**Mødedato** Torsdag d. 28. november 2024 kl. 10:00

**Mødested** 28A.1-11 - Mødelokale A1

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# **Punkt 1: Approval of agenda**

## **Beslutning**

Present:

Indvalgte: Martin Niss (VIP, SL), Torben Braüner (VIP), Maya Bolduc Degn-Andersen (STUD), Pernille Hansen (STUD), Annemette Palmqvist (prodekan, observatør), William Golding (VIP-suppleant), Pratik Shah (VIP-suppleant), Maria Køpke Kjeldsen (udd.koor. Kvalitetssikring, ref.)

Absent:

Pia Nyeng (VIP), Maria Blæsbjerg (STUD), Lærke Kønskov Vest (STUD)

The agenda was approved.



## **Punkt 2: Approval of minutes**

### **Beslutning**

The minutes was approved.

### **Bilag**

Bilag 10-24-02 - Proposal for Minutes of SN Meeting 9 - 31-10-2024.pdf



## **Punkt 3: Lukket**

## **Punkt 4: Lukket**

## **Punkt 5: Lukket**

# **Punkt 6: Orientations from Martin Niss, study leader of NAB/NIB and chair of the study board**

**BA admissions analysis 2024** - see attached data.

## **Registration for study activities**

The registration period will, as usual, be from December 1–15, 2024, with an option for late registration until December 31, 2024. Attached are the criteria for managing deadline compliance. This is a working tool for us in the US (Administration), but it's also beneficial for you and your employees to be familiar with. There are only minor adjustments compared to last semester.

Otherwise, the communication plan is as follows:

### **November 27:**

1st email to students about the upcoming registration period. Targeted emails will be sent to different groups of undergraduate and graduate students separately. The recipient groups are as follows:

- HUMTEK, HUMBACH, NATBACH, SAMBACH, NIB (email in English), SIB (email in English), Global Humanities (email in English), Danish-taught master's programs, English-taught master's programs (email in English).

### **December 1–15:**

- Advertisements on information screens, similar to last semester – both in common areas and on department-specific screens. The advertisements are made in both Danish and English.
- Roll-up banners. Last time, we placed them in the cafeteria; this time, they will also be set up in areas like the reception and the library.
- Notifications on all Moodle pages.
- Some posters to be placed centrally on boards around the construction site and at the entrance to the student center.

### **December 6:**

2nd email to students informing them that registration is open and the deadline is approaching. Targeted emails will again be sent to different groups of undergraduate and graduate students separately. The recipient groups are the same as for the 1st email.

### **December 17:**

3rd email to students notifying them that registration is now closed but that late registration is open until December 31. This email will only be sent to those who have not yet registered and will be a shared email for the respective students.

*Note: Attached are guidelines outlining criteria for how the administration will assess cases outside the registration period.*

## **Beslutning**

### **Optagsanalyse:**

Martin presents the data.

### **Criteria for administration registration periods:**

The board argues that there needs to be some flexibility in situations beyond the students' control.

### **Online Open House for international students:**

Will take place in December. Targeted students in the US. A session for BA and one for MA.

The board notes, that it is important that a RUC student participates in the online open house to answer questions from potential students.

The secretariat is working on finding a way to target Asia. It is mentioned that it should be considered targeting UK as well.

## **Bilag**

Bilag 10-24-06a - BA Optagsanalyse - Optag pr. 1. oktober.pdf

Bilag 10-24-06b - Kriterier for forvaltning af overholdelse af frister - F25.pdf

## **Punkt 7: Other announcements or orientations**

### **Beslutning**

A student representative orientates on the experience of participating in the test of a digital exam, which was successfully executed. There were some issues with the digital hand-in, but it has been solved.



## **Punkt 8: Study regulation changes**

The board is to review the received proposals for changes to the study regulations for NAB and NIB and consider the use of AI at the exam for study activities where an assessment is needed.

Appendix 10-24-08a - an overview of all study activities, use tab sheet for NAB+NIB. Proposals for changes can be found in the column "Indkommende ændringer til STO". In the column "GenAI til eksamen" is a proposed decision on AI or an assessment from the board is needed. In the column "Kommentar" the board finds what needs to be addressed for each study activity.

Appendix 10-24-08b - an overview of the different exam forms and a proposal for how to consider, when the use of GenAI should be allowed.

Appendix 10-24-08c - a proposal for study regulation changes to basic course 2.

Appendix 10-24-08d - orientation of a proposal for changing the formulation in the study regulations for all projects at the subject modules.

### **Beslutning**

#### **STO-changes**

The study board goes through the received proposals for changes.

Environmental Science - oral assessment - 30 min. At BA it is usually 20 min. for oral exams. The secretary is tasked with asking the course responsible, if there is a specific reason for 30 min. rather than 20 min.

Understanding the Universe - the Board approves the changes.

Supplementary Physics - changes to the support and preparation material allowed at the exam is approved.

BC3 - the course responsible argues that the use of GAI should not be permitted.

Variation in the exam forms will be discussed at the december meeting.

#### **Discussion of the use of GAI**

There should be some good arguments for allowing the use of GenAI. Unless there are specific reasons for why the course responsible would like to allow it, we should wait with allowing the use of GAI in several course exams until we have more experience with the use in projects.

Examiners cannot control the use of GAI and it can't be verified.

A member argues that by allowing the use of GAI and having the student declare how they have applied it, students are being more equated. And examiners will have to opportunity to learn from experience rather than guessing.

The board agrees that GAI should not be allowed at invigilated exams.

A member argues that there is a danger in allowing the use of GAI as it might be used against the students in the exam situation, where students who have declared the use will be judged more harshly compared to students, who states that they have not used it. The declaration can then become an invitation to test/check the students in certain areas, if they have declared the use of AI.

It is pointed out that it is still possible for the examiner and co-examiner to make a "helhedsvurdering" (overall assessment) of the students' abilities - with or without the use of GAI.

It is important that students are made aware of, that if they use GAI for sentences or paragraphs, they should quote it.

The study board will follow the recommendation from the course responsible in terms of the use of GAI in exams.

The proposed formulations of the use of GAI is approved.

The secretary will collect recommendation from the course responsables.

## **Approval of BC2**

BC2 - the proposal is approved.

The students commented on the breadth of the course from a student perspective - some students dislike the course because they are forced to work intensively with an academic field for a long period of time that they are not interested in.

## **Orientation about the subject module projects**

See appendix 10-24-08d.

The changes does not include the basis projects, where students still will receive a question before the exam. However, the questions will be send out by the supervisor from now on and not the exam administration as the informed that they no longer will support the process administratively.

The study board expresses frustration with this decision being made without consulting the study board. The change to the procedure puts the supervisors in difficult position. The study board decides that Martin Niss should engage in discussions with the administration on the matter.

## **Bilag**

Bilag 10-24-08a - Oversigt alle eksaminer\_22-11-24.xlsx

Bilag 10-24-08b - GAI formuleringer.xlsx

Bilag 10-24-08c - Proposed study regulation changes of BC2.docx

Bilag 10-24-08d - Forslag til ændringer for STO 2025\_fagmodulprojekter.docx

## **Punkt 9: Discussion of project evaluation in the Bachelor Project**

### **Changing the Study Regulations for the Bachelor Project regarding Project Evaluations.**

Often, students and supervisors express a desire for having only one or no evaluations for the bachelor project. Recently, this wish was voiced by several students completing bachelor projects in Spring 2024, along with their class coordinator, David. The argument is that students undertaking bachelor projects are experienced with projects from previous semesters and no longer need this type of assistance. However, they may still benefit from having one evaluation, especially some project groups who might need a gentle push.

The study board is asked to consider whether we should change the study regulations to include only one evaluation, and if so, whether it should be the midterm or internal evaluation.

### **Beslutning**

#### **Discussion of reducing the number of prerequisite requirements for the Bachelor project**

The student representatives argues that there should be less requirements. They support having at least one.

It is suggested that the midterm evaluation should be kept. However, the students argue that it should take place later in the semester, so they have the option of submitting more of their work. The format should also be changed, so that the students do not have to write a new report for the evaluation, but can submit their project draft and a reading with what aspects of the project, they would like feedback on.

The board agrees on changing the study regulation to only having midterm evaluation as a prerequisite requirement, where the students hand-in parts of their project that they would like feedback on.

## **Punkt 10: Consultation of the proposed future master's degree landscape at RUC**

Hearing material has now been made available regarding the university management's preliminary proposal for the future landscape of master's degree programs at Roskilde University.

To ensure that everyone can contribute as effectively as possible to the hearing, all staff at INM are provided with the material.

Please note that only the following are designated as hearing parties:

1. Study Boards: Asked if they have comments on the MA education landscape.
2. Institute Council: Asked if they have comments on the MA education landscape in light of the relationship between education and research.
3. Local Collaboration Committee (Lokalt samarbejdsudvalg): Asked if it has comments on the reform in relation to working conditions and the work environment.

This means that students, teaching groups, sections, etc., should not/cannot submit their own hearing responses but must provide input to the hearing parties, who will then draft a collective response (one response from each hearing party).

The deadline for the hearing is **16 December 2024**.

### **Beslutning**

Martin explains the process of the hearing response.

The board is worried about the breadth of the MA programmes, students will have a harder time seeing themselves continuing at a RUC KA.

Molecular Biology combined with Chemistry - from a student perspective, they would go to KU or elsewhere in order to get what they are interested in. If students are not interested in chemistry, they will not take an education that has both. The MA will become unattractive to students.

It is discussed how to include chemistry in the MHS programme, which seems difficult. It is argued that there should be changed to the BA in order to give the students the opportunity to choose a future MHS with more chemistry. The study board support that the new MHS programme should be able to accommodate international students.

The student representatives are worried that the new more narrow MA programmes will scare away students after the BA. Maybe especially RUC BA students, because they are used to the breadth of the BA programme and the opportunities to choose what they are interested in.

The study board states, that it still wants the breadth of the BA with all the subject modules and want to ensure that all students have a place at a MA programme. Interdisciplinarity is a strength of NatBach and it creates strong students. The broad academic background is important for teaching the students how the disciplines can work together, which creates value at the job market. This needs to be preserved.

The board acknowledges that there are going to be courses at the current MA level, that needs to be moved to BA level in order to provide students access to a MA programme and to give space for progression.

The board will further discuss the hearing response at the extraordinary board meeting. Prior to the meeting, Martin will send out a draft for the board to comment on.

## **Bilag**

Bilag 10-24-10a - Cover\_høring\_efterår2024.docx

Bilag 10-24-10b - Bilag 1\_høringsudgave\_Skema\_udkast\_fretidigt\_kandidatlandskab\_11\_nov.docx

Bilag 10-24-10c - Bilag 2\_Liste over uddannelser der ikke fortsætter selvstændigt\_høring\_efterår2024.docx

Bilag 10-24-10d - Bilag 3\_Rammenotat\_høring\_efterår2024.docx

Bilag 10-24-10e - Bilag 4\_Præsentation af uddannelsesudbud\_DK.pdf

Bilag 10-24-10f - Bilag 4 - ENG\_Præsentation uddannelsesudbud.pdf

Bilag 10-24-10g - Bilag 5\_Skabelon\_høring\_efterår2024.docx

## **Punkt 11: Revisiting the Declaration of Generative AI in project work**

The proposed template for AI declaration in project work discussed at the last meeting has been amended. The board is to discuss and approve the new version.

### **Beslutning**

Martin has discussed the template with the class coordinators and they approved it.

It is important to communicate to both students and supervisors that the template is basis for discussion. It is not a tool for examiners to judge students, who have used GAI, more harshly. The grade cannot be affected by the declaration. However, the examiner has to make an overall assessment in the exam situation, so it is a good idea to discuss the topic with a supervisor. Students should ask their supervisor if and how the use of AI will affect their grade in order to start the dialogue. Students should be informed of this at the beginning at the semester.

The board approves the template.

### **Bilag**

Bilag 10-24-11 - Template - GAI declaration project reports 2.0.docx

## **Punkt 12: Differentiation in grading in project groups**

The Study Board is asked to discuss the attached overview of grade differentiation on group exams held in semesters E22, F23, E23 and F24. Notably, the grade differentiation rate is higher in the projects at NIB than at NAB.

### **Background information**

The universities are required to use individual assessment for group exams, and the overview below provides an insight into grading practices.

RUC has not adopted a standard for what an appropriate degree of differentiation is.

The provided overview shows that:

- Differentiated grading for group exams takes place
- Differentiated grading varies between semesters

### **Explanation of overview**

**DIFFERENTIATION RATE:**

The differentiation rate in % is the proportion of project groups with different grades in relation to the total number of groups with 2 or more group members. Groups with one group member are not included in the numerator or denominator.

Total number of GRPs (N) (column F):

The population size is the number of project groups with a minimum of 2 group members.

Average group size (NUM\_DIFFGRP (n)):

The average number of group members for the population. The number is included to enable you to relate activities with generally many large groups vs more common group sizes.

### **NOTE**

Note that data is only shown for activities where  $N > 3$ , i.e. where there are four or more groups that have taken the exam in the term.

### **Beslutning**

The point was postponed to the december meeting.

### **Bilag**

Bilag 10-24-12 - Karakterdifferentiering\_2024 - INM.xlsx

## **Punkt 13: Approval of the exam plan F25**

Approval of the exam plan for F25.

### **Beslutning**

The exam plan was approved.

### **Bilag**

Bilag 10-24-13 - Eksamensplan F25.xlsx

**Punkt 14: A.O.B.**

