

# **REFERAT Studienævnet for Erhvervs- og Samfundsøkonomi d. 25-03-2026**

**Mødedato** Onsdag d. 25. marts 2026 kl. 10:00

**Mødested** 14.2-023

## Indholdsfortegnelse

|   |    |
|---|----|
| Members present.....                        | 3  |
| Approval of the agenda.....                 | 4  |
| Approval of last month's minutes.....       | 5  |
| Lukket.....                                 | 6  |
| Research internship.....                    | 7  |
| Grade statistics.....                       | 8  |
| Grade differentiation.....                  | 9  |
| Number of USB applicants (MA).....          | 10 |
| Exchange students on closed educations..... | 11 |
| Guide for study.ruc.dk.....                 | 12 |
| Moodle-ressouce-page.....                   | 13 |
| Employability.....                          | 14 |
| Any other business.....                     | 15 |

# Punkt 1: Members present

## Beslutning

### VIP

- John Damm Scheuer
- Flemming Sørensen
- Ada Scupola
- Margit Neisig

### STUD

- Elfide Bayryam Mustafa
- Jiri Hejtmánek
- Lena Mac Donald

### Head of Studies:

- Maria Duclos Lindstrøm

### Absent:

- Nina Torm
- Yael Shemi

## **Punkt 2: Approval of the agenda**

### **Nomination:**

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**

### **Nomination:**

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

### **Beslutning**

The minutes from the previous meeting were approved.

### **Bilag**

Referat februar.pdf

## **Punkt 4: Lukket**

## **Punkt 5: Research internship**

### **Nomination:**

The board is asked to discuss the fact that ISE MA-students do not have the option to do research internships on their 3rd semester. It is possible on other universities as well as other departments at RUC, e.g. IKH.

### **Appendix:**

- Example of research internship from IKH

### **Beslutning**

The board expressed support for the idea of research internships and noted that implementation may require a change to the study regulations. It was discussed that, since current internships are 15 ECTS, research internships could also be structured as 15 ECTS to align with the existing framework. The board raised the question of whether research internships should be possible at RUC, and suggested that there may be a need for different options for Samfundsøkonomi compared to the business programmes.

The board asked the Heads of Studies to look further into the research internship format and recommended that a version of this option be implemented for both business and socioeconomics in some form. The secretary will support the further exploration of this possibility. The board agreed that the item should be revisited at a future meeting, including when Nina Torm is present, to ensure the socioeconomics perspective is properly addressed.

### **Bilag**

projekt-orienteret-forskningspraktik.pdf

## **Punkt 6: Grade statistics**

### **Nomination:**

The study board is asked to familiarize themselves with the grade statistics for the activities where exams have been held in connection with the V25 term.

The Power BI report with grade statistics can be accessed at this link: [Karakterstatistik ISE](#)

Contact Kristian Zornig Svenstrup at zornig@ruc.dk if you have any problems accessing the report.

### **Appendices:**

- Guide to Power BI report

### **Beslutning**

The board noted that a relatively high number of students fail the Leadership and Innovation Management courses, although the trend has improved historically. The Head of Studies explained that changes have been made to the Leadership course, and these changes appear to have contributed to improved grades. The board agreed to continue monitoring developments. It was also noted that grade patterns can fluctuate due to differences between student cohorts, and that changes in grade statistics may reflect the effect of pedagogical actions already taken. Overall, the board took note of the grade statistics for BAL and VL and did not find the situation alarming, while maintaining attention to future trends.

In addition, the board requested that the Head of Studies examine grade patterns for Socioeconomics courses, particularly given that all SØK students received the same grade in one of the courses. The board will follow this development.

### **Bilag**

Guide til Power BI-rapport med karakterstatistik, AWVC.docx

Guide to Power BI report with grade statistics (EN), AWVC.docx

## **Punkt 7: Grade differentiation**

### **Nomination:**

The board is asked to familiarize themselves with the grade differentiation for F25.

### **Appendix:**

- Grade differentiation F25

### **Beslutning**

The board took note of the grade differentiation and did not identify concerns regarding individual assessment. The board found that examiners appear to grade students individually even when assessments involve group work.

### **Bilag**

Karakterdifferentiering ESØ (F26 SN møde).pdf

## **Punkt 8: Number of USB applicants (MA)**

### **Nomination:**

The board is given a brief orientation on USB numbers for E26.

For more detail, see this PowerBI-report: [Kandidat - PowerBI](#)

### **Beslutning**

The board took note of the orientation and expressed hope that the programmes will attract as many DK/EU students as possible.

## **Punkt 9: Exchange students on closed educations**

### **Nomination:**

The board is given an orientation regarding our exchange students until (and including) the E27 semester.

"We will continue to be able to receive exchange students until 2027.

This means that the last semester in which we can receive exchange students is in the autumn of 2027.

From 2028, the new Erasmus+ programme period will begin. This means that we will have to renegotiate all of RUC's Erasmus+ agreements (we are starting now in F26) and in this process we will take the new Master's programmes into consideration. This means that RUC's offer to incoming exchange students from 2028 will be adapted to the new programmes and not the current semester packages.

Approximately 15 students with legal claim to BAL / IPG / GDS are expected to be admitted in the autumn of 2026. From 2026, IPG and GDS will have joint teaching – the methodology courses will also be taught jointly. Incoming Exchange also takes this into account when preparing semester packages (per academic year, subject to adjustments)."

Mail from Malene Hedegaard Jepsen regarding MA-educations and exchange options (translated with DeepL).

### **Beslutning**

The board noted that RUC is still accepting exchange students for BAL courses. This contributes to higher student numbers on courses even though there is only a legal claim for BAL for the intake in E26.

## **Punkt 10: Guide for study.ruc.dk**

### **Nomination**

It is recommended that the Study Board read the guide sent to all course conveners in E26/F27 on how to write and edit content on Study.ruc.dk.

### **Background**

The purpose of the guide is twofold. Firstly, to achieve greater consistency in the descriptions, so that the same information appears in the same fields on Study.ruc.dk and takes up roughly the same amount of space. Secondly, to draw attention to the field 'Examination and assessment criteria (implemented)', which in many cases is incompletely filled in (partly due to inadequate communication regarding the consequences of switching from 'study regulation' to 'framework study regulation + activity description' in connection with the 2022 MA reform).

Suggestions for what should be included in the above-mentioned field regarding the examination format are set out in the list at the back of the Examination Handbook. As this is not yet available in English, an English list of suggestions has been drawn up (Appendix)

### **Beslutning**

The board took note of the guide and found it to be good. However, the board raised a practical concern that the guide may be overlooked due to the volume of emails staff receive. The board suggested distributing the guide simultaneously with the email announcing that study.ruc.dk is opening, to improve visibility and usage. It was also noted that EØ will present the guide at an EØ staff meeting in the future.

### **Bilag**

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

List of examples for text on Study.docx

## **Punkt 11: Moodle-ressource-page**

### **Recommendation**

It is recommended that the Study Board takes note that EAE has developed a Moodle page containing a wealth of inspiration for lecturers at RUC:

[EAE's Moodle page "Teaching resources at RUC"](#)

Amongst many other gems, the page features both the revised Examination Handbook (Danish only) and a guide describing the possibilities of portfolio assessment (Danish only):

[Link to the Examination Handbook and portfolio guide.](#)

There are also several pages on Employability; see the next item on the agenda.

### **Beslutning**

The board took note of the Moodle resource page and considered it a valuable resource. The board emphasized that the page must be easily accessible for all staff so it does not get lost. Members suggested placing it near the "How to RUC" Moodle-page or a similarly prominent location, so it is easy to find for students as well. The secretary will forward this message.

# Punkt 12: Employability

## Recommendation

It is recommended that the study board members:

- Familiarise themselves with the report “Fremtidens dimittend” (Graduate of the Future) about how to work with employability in teaching activities
- Open the link on page 17, “Ressourcer til undervisning på RUC” on Moodle, and investigate the page about employability.

## Background

As the employment rate of universities’ graduates is being measured and has consequences for the financing of programmes, it is important that RUC does its best to prepare our students not only for their future job but also the job hunt.

The Study and Career Guidance has produced a background document for this purpose, “Fremtidens dimittend” (Graduate of the Future).

The document is presenting the career learning approach that the university management has adopted as the basis for its work on employability.

From the e-mail sent to Vice-Deans, Heads of Studies and student environment tutors from the Study and Career Guidance informing about the document:

“Career education must be integrated into curriculum development and design to support students’ skills development throughout their studies, leading up to their transition into the labour market. Furthermore, we highlight the importance of a clear link between the programmes’ skills profiles, learning objectives and key trends in the labour market.

We recommend that you use the background document in the following ways:

1. Planning of teaching activities  
The background document highlights specific ways in which career learning and the integration of work experience can be incorporated into teaching through learning activities that strengthen students’ understanding of labour market-relevant competences.
2. Work on the Master’s degree reform  
The background document provides an up-to-date insight into labour market trends and skills requirements, which can support the work of defining competence objectives and areas for development for the programmes.”

## Beslutning

The board took note of the employability report and looks forward to seeing how the report’s ideas and suggestions will be incorporated into the development of the new MA programmes.

## Bilag

Fremtidens\_dimittend\_\_Kompetencer\_og\_tendenser2026.pdf

## **Punkt 13: Any other business**

### **Beslutning**

The Chair informed the board that a meeting has taken place with the chairs of the other MA study boards. The group discussed approaches to employability, the bachelor reform, and related topics, and agreed to hold another meeting to continue the discussions.