DAGSORDEN Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 26-08-2026

Mødedato Onsdag d. 26. august 2026 kl. 10:00

Mødested 28A.1-11 - Mødelokale A1

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- Appointment of the Pro-Rector for Education
- Intro programme for new BA students
- Bachelor admissions - enrolment forecast as of the 14 of August
- Approval of new common academic regulations by the Rector
- Planning data - Spring 2026

Rethinking Project Work and Assessment in the Age of AI
Drawing on the attached presentation *From Integrity to Validation*, the Study Board is invited to discuss whether current project and examination formats continue to provide valid evidence of student learning. The discussion should consider how assessment can be designed to emphasise demonstrated competencies rather than the origin of written output, and what organisational and resource consequences such changes may entail.

- What should a project examination actually document in an AI-rich learning environment?
- How can assessment formats be designed to provide valid evidence of individual student learning?
- What are the academic, organisational, and resource implications of alternative assessment formats?

Postponed from last meeting.

The results from the **Danish Student Survey 2025 (Danmarks Studieundersøgelse)** are presented for discussion in the study board, focussing on the Natural Science bachelor programmes (NAB and NIB). The general report for Roskilde University is attached, alongside programme-specific data.

The survey provides insight into students' evaluations of the academic and social study environment, learning conditions, well-being, and physical surroundings. The overall response rate at Roskilde University is approximately 20%.

The study board is invited to:

- discuss the key strengths and challenges reflected in the results for the Natural Science bachelor programmes
- consider how the results should be interpreted in relation to local conditions and programme structure
- identify whether there are areas that call for follow-up or further investigation
- consider what actions, if any, fall within the study board's remit (e.g. recommendations, dialogue class coordinators, teachers, or input to study environment action plans)

The discussion may also consider how the results relate to ongoing work on student well-being, study intensity, and academic engagement.

In Spring 2026, a pilot arrangement was implemented whereby intensive courses, including BK2/BC2, were delivered over six weeks instead of the usual five weeks. As a consequence, the block courses were postponed, resulting in less dedicated time for project work. The extension to six weeks was introduced because BK2/BC2 had become increasingly difficult to schedule. Contributing factors included the allocation of four full days to re-examinations, increased demand for laboratory facilities from other courses, and tighter teaching schedules among academic staff.

The subsequent evaluation concluded that the six-week model had a negative impact on the time available for project work. Consequently, there has been a preference to return to a five-week format for the intensive courses. An analysis of the Spring 2027 timetable indicates that it is possible to schedule BK2/BC2 over five weeks provided that teaching is organised into **two NAB cohorts and two NIB cohorts**. Current enrolment forecasts as of 1 October indicate **59 students in NAB** and **56 students in NIB**.

Should enrolment levels require more than two cohorts in either NAB or NIB, while maintaining the objective of delivering BK2/BC2 within a five-week period, additional measures would need to be considered. Possible options include:

- Moving the SRP visits to a later week in the schedule.
- Reducing the number of contact teaching hours in BK2.
- Conducting teaching activities concurrently with the re-examination period, although this would present challenges in relation to attendance requirements.

It should be noted that all intensive courses must be delivered in parallel, and all block courses must likewise run in parallel. As a result, the scheduling of BK2/BC2 determines the weeks in which the other intensive courses can be offered.

A visual overview illustrating a model with two NAB cohorts and two NIB cohorts is provided as background material for the Study Board's discussion and consideration.

As preparations for the planning of the Spring 2027 semester begin, the Study Board is to review the proposed course offerings and the activity coordinators.

The attached extract from Study.ruc.dk, based on the current course offering catalogue, forms the basis for the review. The Study Board is asked to consider:

- Whether any changes should be made to the proposed course offerings for Spring 2027.
- Whether any changes have been made in terms of activity coordinators.

The activity coordinator serves as the primary contact person for planning-related matters and will receive requests for planning information as well as access to edit course information and descriptions in Study.ruc.dk.

The review is part of the overall planning process for Spring 2027, which includes the following key milestones:

- **31 August:** Deadline for proposals for additional elective courses for Spring 2027 and any revisions to course allocations (Study Board).
- **7-18 September:** Collection of planning information from activity coordinators.
- **22 September-7 October:** Study.ruc.dk open for editing and updating course information, including course descriptions (Activity Coordinators).
- **8 October:** Deadline for approval of course descriptions for Spring 2027 (Study Board).
- **13 November:** Distribution of Study.ruc.dk links for review of the teaching timetable and course planning by instructors.
- **1-15 December:** Student course registration period.

Decision requested: Approval of the proposed course offerings and activity coordinators for Spring 2027, or identification of any required changes before the planning process proceeds.