

# **REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 30-03-2023**

**Mødedato** Torsdag d. 30. marts 2023 kl. 09:00

**Mødested** 14.2-023

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## Punkt 1: Approval of agenda

<b>1) Approval of agenda</b>
<b>Orientation:</b> The Study Board is requested to approve the agenda.
<b>Appendix:</b> <ul style="list-style-type: none"><li>• <b>Agenda marts.pdf</b></li></ul>

### Beslutning

Present

Helene Dyrhauge - chairperson

Lars Fulgsang

Klaas Dykmann

Kristine Juul

Harismi Balandram - vice chairperson (student)

Sofie Würtz (student - substitute for Sofia Sanchez Rodriguez)

Ronja Madie Aust (student)

Absent

David Kaltoft Østergaard Hansen (student)

Sofia Sanchez Rodriguez (student)

Secretary

Lasse Lund Skovsgaard

The agenda was approved

### Bilag

Agenda marts.pdf

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

### **2) Approval of minutes**

#### **Orientation:**

The Study Board is requested to approve and/or add corrections to the minutes.

#### **Appendix:**

- 1. Minutes, February meeting.pdf**

### **Beslutning**

The minutes were approved

### **Bilag**

Minutes, February meeting.pdf

## Punkt 3: Quota 2 applications

<b>3) Quota 2 applications</b>
Oral orientation by Helene Dyrhauge
<b>Appendix:</b> None

### **Beslutning**

Helene informed the board that there has been a steady decline in applications for SamBach and HumBach alike over the past 5 years, however, there has been an increase in international applicants.

Regarding the quota 2 applications in 2023, most of the students are from the capital area. The next big segment (30%) is from abroad, most notably EU member states, Ukraine and Bangladesh.

Klaas pointed out that there are issues with the communication to new students, which is even more of an issue regarding the international students. In his opinion centralizing the information flow and thus making sure that the students get the information they need when starting at RUC could be a solution to this.

Lars pointed out that the many new students from Bangladesh is not an issue as they are generally active students, however, they form a majority on his course, which makes for er certain dynamic.

Helene acknowledged this and told the board that it is an issue that she, Bodil and the administration as well as the RUS-organization are aware of and this and that they are trying to make sure that the new students get the support they need. Helene added that one of the structural issues is the fact that the students do not receive their visa in time, which means that they aren't here during the RUS-intro in August or the beginning of the semester start in September. Steven Carney has some ideas for this, which Helene said that she would look at.

Ronja commented that the issue the new international students face is the fact, that they get their acceptance letter so late, that it's hard to be here in mid-august. Not least due to the housing marked.

Helene agreed and added that the optimal time to put the RUS intro would be in the beginning to mid-September, however sadly that is not possible.

## Punkt 4: Grade statistics, Autumn 2022

### 4) Grade statistics, Autumn 2022

#### Orientation:

The Study Board should discuss the distribution of grades for the winter exam 2022 in courses and

projects offered by the Study Board of the Bachelor program for Social Science and consider if it gives rise to action.

#### Background

The appendices contain information about grade point averages, and the distribution of grades for

courses and projects at ISE since the winter exam 2020 until the winter exam 2022. It is possible to see

results for both ordinary and reexamination, across all study boards at the department and shared

methodology courses. As stated in Karakterbekendtgørelsen §13, assessment must take place based on

the assessment criteria in the study regulation (absolute grading), and the examiner must not strive for

a certain distribution of grades (relative grading). However, if a large number of students continually fail

a course/project or receive many top grades, the Study Board can ask the examiner for more

information about the distribution of grades, or consider if changes to the assessment criteria is

necessary.

#### Attention Points (Summary)

- *Basic- and Subject module courses*
  - *The grades on SIB are generally higher than the corresponding courses on SAB*
- *Basis- and Subject Module Projects*
  - Generally skewed to higher grades from an average of 7.86-9.4
  - Basisprojekt 1: 67% of students received grade 10 or 12.
  - Basis Projekt 1: 69% of students received grade 10 or 12
  - Bachelorprojekt: 61% of students received grade 10 or 12

#### Appendices:

1. **Guide to grade statistics report in Teams.pdf**
2. **Sambach Grades Statistics Autumn 2022.pdf**

## **Beslutning**

Sofie started out by stating that there's a general issue of a lot of students receiving the grade 12, to which Kristine commented, that the issue is that it isn't difficult to get 12 as long as one does what is expected. In other words, in her opinion the effort required to secure a grade of 12 equals what you previously expected of someone getting a grade of 8.

Sofie pointed out a bit more than half of the students on BK7 (samfundsvidenskabelig videnskabsteori) has received a grade of 10 while only 42% of the students on BC7 (Philosophy of Social Science) get the same, and 9 percent fail the course.

Looking at Basic Course 3, it's the same picture, with quite a lot of the students having received the grade of 10 or more, which made for a total average of 9.4. Something that Sofie found quite worrying.

Helene clarified that the difference in grades given across the various courses are related to the individual course leaders and supervisors. That said, she acknowledged that there's a sustainable high number of students who get 10/12. The same is true for Basic Project 1 and 3 and she proceeded to ask the Board if an effort should be to reach out to the course leaders to correct this.

The Board agreed that it would be better to wait until the next semester to see if the high grades are consistent over the semesters.

## **Bilag**

Guide to grade statistics report in Teams.pdf

Sambach Grades Statistics Autumn 2022.pdf

## **Punkt 5: Lukket**

## **Punkt 6: Lukket**

## **Punkt 7: Examination format for the elective course "Organisation, køn og mangfoldighed" by Maria Duclos Lindstrøm & Hanne Marlene Dahl**

**7) Exam form for elective course "Organisation, køn og mangfoldighed" Maria Duclos Lindstrøm & Hanne Marlene Dahl**

### **Orientation:**

The study board is requested to discuss and if possible approve the listed examination format for the elective course: "Organisation, køn og mangfoldighed".

A translated version of the paragraph in question can be found below for the Board's convenience. For the full description of the course, see appendix.

#### Type of examination

*Individual written home assignment set by the course coordinator. The home assignment must be a minimum of 12,000 and a maximum of 16,800 characters including spaces. The size requirements include any cover page, table of contents, bibliography, figures and other illustrations, but exclude any appendices. The duration of the homework assignment is 7 days, including weekends and public holidays. Assessment: pass/fail*

### **Appendix:**

**1. Forslag til valgkursus på den samfundsvidenskabelige bacheloruddannelse\_26-09-22.pdf**

## **Beslutning**

Helene informed the Study Board that the course has been approved. The question is whether the time frame of a 7-day examination hand in-variant is too long?

Ronja said that in her experience a longer time frame makes for a higher standard, given that there's more time to do the proper research. Due to this she felt that there is an argument to be made for 7 days instead of 24 hours.

Harismi disagreed with her, saying that 7 days seemed too long for her.

Klaas pointed out that an exam period of 7 days risk overlapping with other exams during the two first weeks of January – something which is already an issue concerning the 48-hour exams.

Ronja asked whether there is a best practice for 5 ETCS course, to which Helene replied that there is no such thing as a one size fits all, however, she also clarified that a period of 7 days will probably lead to overlapping exams. She went on to explain that the reason the Board was discussing the examination format was due to it being a new course. If the Study Board could not approve of the format, Maria Duclos Lindstrøm and Hanne Marlene Dahl would have to come up with another suggestion to the format.

Lars suggested that the students are given the examination cases/questions at the beginning of the course, and to keep the hand-in date at 7 days after the last scheduled lecture of the course.

The Study Board settled on this format.

## **Bilag**

Forslag til valgkursus på den samfundsvidenskabelige bacheloruddannelse\_26-09-22.pdf

Forslag til valgkursus på den samfundsvidenskabelige bacheloruddannelse\_26-09-22.pdf

## **Punkt 8: Anything to add**

<b>8) Anything to add</b>
<b>Orientation:</b> Anything to add?
<b>Appendix:</b> None