

# **REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 18-12-2025**

**Mødedato** Torsdag d. 18. december 2025 kl. 14:00

**Mødested** 28A.1-11 - Mødelokale A1

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# **Punkt 1: Approval of agenda**

## **Beslutning**

Present at the meeting:

Martin Niss (VIP, SL, forperson), Pia Nyeng (VIP), Lærke Kønskov Vest (STUD), Marie Elizabeth Diniz (STUD), Torben Braüner (VIP), William Goldring (VIP), Annemette Palmqvist (prodekan), Maria Køpke Kjeldsen (udd.koor. Kvalitetssikring, ref.), Simone Minana (sagsbehandler).

Agenda point no. 12 will be moved further up the agenda - the agenda was approved.



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

- Approval of minutes from the study board meeting the 30th of October
- Approval of minutes from the study board meeting the 27th of November

### **Beslutning**

The minutes was approved.

### **Bilag**

Bilag 11-25-02a - Udkast til referat af mødet d. 30-10-25.pdf

Bilag 11-25-02b - Udkast til referat \_Gritt Møde 10 2025.docx

## **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**

### **Beslutning**

The meeting regarding the upcoming bachelor's reform in the Educational Committee under the Academic Council has been postponed. The study board will be oriented when the discussion has taken place.



## **Punkt 7: Orientations from the student representatives**

Presentation of student questionnaire regarding the master educations

### **Beslutning**

There is significant confusion among students regarding the closing of external admission to the master's programmes from 2026, and many do not know what steps to take. Very few students have expressed positive feedback. The way the changes have been communicated has caused uncertainty and frustration.

The board discussed concerns about the study environment and group formation. It was pointed out that meetings with students in Physics and Mathematics helped address fears about the programmes, and that other Heads of Studies might consider similar initiatives.

International students have expressed that they do not feel valued at RUC. This perception was reinforced by recent communication from RUC and the university board, including issues related to suspected falsified exam certificates, which students found upsetting. The board agreed that better communication moving forward is essential. The focus should be on what can be done now to help students feel confident and positive about entering the master's programmes.

It was mentioned that there is interest in holding an open meeting with chemistry students. A board member will inform the Head of Studies about this interest.

### **Bilag**

Bilag 11-25-07 - Master's Degree at Roskilde University (RUC) (réponses) (1).xlsx

## **Punkt 8: Other announcements or orientations**

### **Beslutning**

No other announcements or orientations.



## **Punkt 9: Lukket**

## **Punkt 10: Study regulation changes**

- Approval of change of the formulation of permitted support materials - Biological Chemistry
- Including the submission of an individual study portfolio as part of the teaching and working methods for the bachelor project
- Clarification of the discussion from the last study board meeting regarding extended abstract and popular description
- Change of permitted support for certain invigilated exams - appendix will be provided at a later time.

### **Beslutning**

#### **Discussion of the proposed changes to the study regulation**

The Study Board approved the proposed changes to Biological Chemistry.

Regarding the Study Portfolio, the Board noted that the current timing is too late to be of real benefit to students, as many have already made plans for their master's programme or employment. The Board suggested that the portfolio should instead be part of the midterm process, rather than submitted to the supervisor at the end.

The Study Board approved the revised text.

The Board also reviewed and revised the popular description text, ensuring clarity and alignment with the programme's objectives.

For the section on permitted support materials, both proposed formulations were approved.

### **Bilag**

Bilag 11-25-10a - Indmelding af forslag til ændringer for STO 2026 Biological Chemistry\_rettet SB.docx

Bilag 11-25-10b - Study portfolio in the study regulations.docx

Bilag 11-25-10c - Changes to natural science bachelor study regulation - exam aids.docx

## Punkt 11: Drop-out analysis

Postponed from the last meeting.

*Dear Study Board Members,*

*I'd like to suggest that we open a discussion about attrition rates at NAB and NIB based on the two documents dealing with short and long term attrition rates, respectively. As the program develops, it's important to look closely at the factors that influence whether students stay and complete their studies. We have some useful key figures that could guide this conversation, including:*

- *Attrition rates across several years, to see overall trends*
- *Differences between genders*
- *Variations by nationality (domestic vs. international students)*
- *The impact of commuting or transport time*
- *Admission priority and how it relates to retention*

*Looking at these numbers together could help us spot where students might be struggling and where the program is working well. From there, we can think about practical steps to support students better and strengthen retention. I believe a shared discussion will give us valuable insights and help us plan improvements that benefit both current and future students. Thank you for considering this. I look forward to the conversation.*

*Martin Niss, 14-11-2025*

### **Beslutning**

#### **Discussion of the drop-out analysis**

**The Study Board noted that a significant number of students who drop out are formally disenrolled by RUC due to insufficient exam completion.**

Members highlighted that the analysis lacks information about the size of the underlying student populations, making it difficult to assess the scale of the issue (e.g., whether three out of seven students represent the trend for a given cohort).

At the last internal education evaluation, it was noted that dropout was also an issue in previous years. However, it was emphasized that substantial efforts have been made to address this, including the project on reducing failure rates. Upcoming changes to language requirements may also have a positive impact.

The dropout figures fluctuate considerably between years.

The cohort from 2022 was described as having unusual dynamics, potentially influenced by the post-COVID period.

For NIB, the dropout pattern appears to be affected by geopolitical situations, which influences the composition and circumstances of the student body.

The Study Board found it difficult to make firm decisions about actions based on the current dataset, as many of the years included are still heavily influenced by the COVID-19 period and its lingering effects.

Regarding NAB, it was suggested that the establishment of the new student lounge may help improve retention.

### **Bilag**

Bilag 11-25-11a - Førsteårsfrafald pr. 1. oktober BA NIB NAB.pdf

Bilag 11-25-11b - Langt frafald pr. 1. oktober BA NIB NAB.pdf

# **Punkt 12: Master reform - Status and input to name for the modelling programme**

## **Status of the new master educations**

Status on feedback from the University management (UL) on the first draft of the phase 1 applications for the master programmes Applied Mathematics and Scientific Modelling and Molecular Health Science.

### **Molecular Health Science:**

No comments - it is approved that the group can carry on working on the application for the ministry, deadline 19th of January.

### **Applied Mathematics and Scientific Modelling:**

1) Data and IT skills must be clarified.

- Action: working group will elaborate in competence profile.

2) It should be made clear that the cases studied on the programme should also be applicable to other programmes and should therefore be considered in conjunction with subjects from other departments.

- Action: the working group will continue to investigate possibilities and describe how different fields of application can be integrated.

3) It should be investigated further whether it is necessary for 'Scientific' to be included in the name of the programme. In this connection, it was proposed that, among other things, data be collected on how programmes with similar names have performed, for example in terms of enrolment. In addition, a further study of the name should be conducted from the perspective of employers, involving employers other than the members of the employer panel.

- Action: The suggested data is not available. Because of lack of time, the secretariat has contacted the INM employerpanel, including the ones that could not participate the employer panel meeting the 11th November for a written feedback re. the question of 'Scientific' as part of the name of the programme.

## **Task for the board**

Inputs to qualification of name by board members: what is the board's specific opinion of the title. The names that are in play:

1) Applied Mathematics and Scientific Modelling (suggested by the working group)

2) Applied Mathematics and Modelling (suggested by UL)

Please consider the following questions:

- What do you associate with the term 'Scientific Modelling' when you see it as a title?
- Does the word 'Scientific' affect what you imagine the programme is about? How?
- Does the word 'Scientific' convey an important message about the content and profile of the programme - or does it seem superfluous?
- Which title is most clear and attractive to you: Applied Mathematics and Modelling or Applied Mathematics and Scientific Modelling?

Appendices - for your orientation only so you are informed about what has been submitted to the University Management

1) Phase 1 application to UL for Applied Mathematics and Scientific Modelling

2) Phase 1 application to UL for Molecular Health Science

## **Beslutning**

### **Discussion of the Title for the Mathematical Modelling Programme**

The Study Board discussed various title options for the Mathematical Modelling programme.

Jens Ulrik had submitted comments prior to the meeting. As the contact person for the Computer Science subject area, the Board noted that some of his points may be relevant to consider.

The title "Applied Mathematical Modelling" was suggested but the Board agreed that it is misleading.

It was emphasized that removing the word "Scientific" is problematic, as it no longer reflects the nature of the programme. The degree contains distinct subject fields and is not solely a mathematics-based modelling programme. The Board noted that the education encompasses more than mathematics.

Several members expressed concern that removing “Scientific” could discourage potential applicants, as it would give the impression of a narrower, purely mathematical programme. Including “Scientific” communicates an important message about the programme’s breadth and content.

Board members also highlighted that the word “Scientific” strengthens the programme's profile and ensures clearer positioning. Students reportedly perceive the word as more attractive and relevant, as it signals that graduates will be able to work across modelling disciplines, including biological modelling.

Finally, the Board noted that retaining “Scientific” helps differentiate the programme from similar degrees offered at other institutions (e.g., at DTU), by clearly indicating that it extends beyond traditional mathematical modelling.

## **Bilag**

Bilag 11-25-12 - Applied Mathematics and Scientific Modelling\_Fase 1\_UL\_25.11.25.pdf

Bilag 11-25-12a - Molecular Health Science\_Fase 1\_UL\_271125.pdf

**Punkt 13: A.O.B.**

**Beslutning**

