

REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 26-08-2025

Mødedato Tirsdag d. 26. august 2025 kl. 10:00

Mødested 28A.2-11 - Mødelokale A2

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Punkt 1: Approval of agenda

Beslutning

The agenda was approved.

Present at the meeting:

Martin Niss (VIP, SL, forperson), Maya Bolduc Degn-Andersen (STUD, næstforperson), Pia Nyeng (VIP), Lærke Kønskov Vest (STUD), William Goldring (VIP), Annemette Palmqvist (prodekan), Maria Køpke Kjeldsen (udd.koor. kvalitetssikring, ref.), Simone Minana (sagsbehandler).

Punkt 2: Approval of minutes

Beslutning

The minutes was approved.

Bilag

Bilag 07-25-02 - Udkast til referat af juni mødet.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

Follow-up on the staff meeting discussion regarding the removal of project seminars as a prerequisite for the exam:

Attendees discussed how to proactively address the issue of student attendance at the project seminars, when attendance is no longer a requirement. The discussion centred around the importance of communicating to students how participating will benefit their projects - this included teaching students how to give proper constructive feedback, providing more in-depth feedback as a supervisor at the seminars, and having students co-plan the seminars with supervisors.

A need for a shared understanding of each seminar, purpose, and role distribution was identified, which will be addressed in a document developed together with all interest groups:

- A section for students explaining the overall purpose of the evaluations, what they gain from participating and why it matters - informal hearing among student representatives.
- A section for supervisors detailing their role, with a focus on providing feedback at the seminars - informal hearing among supervisors.
- A section for subclass coordinators defining their responsibilities in coordinating the seminars and how this document and its content can be communicated to the students.
- The Study Board will treat the document for a final approval.

See appendix for a description of the administratively support for the seminars.

Presentation at the upcoming institute seminar:

Facilitating Your Class: Encouraging Students to Attend, Participate and Persevere by Ib Ravn

By Ib Ravn, Ph.D., associate professor emeritus, DPU, Aarhus University, partner in FLOK

How can you teach in a way that engages students academically as well as socially? By taking on the twin roles of facilitator and host of the class, making students feel seen and appreciated, by you and by one another. As a facilitative educator, you use methods and techniques that help students connect in a safe environment of exchange and knowledge-sharing. This will give them the sense of being part of something personally meaningful—something they naturally want to participate in and thus show up for. We will explore a range of concrete strategies you can use as a facilitative educator.

Challenges with treating student cases during the summer vacation

Students have received very late notification of their cases, which have negatively impacted their re-exam. The chairpersonship of the Study Board will discuss the issues with the legal office.

Beslutning

Martin elaborates on the orientations.

Martin orientates about the hiring of new employee that is going to support the subclass coordinators in welcoming international students and supporting them in the transition to RUC and the pedagogical model.

Bilag

Bilag 07-25-06 - Model for administrativ understøttelse af projektevalueringer.docx

Punkt 7: Other announcements or orientations

- The new Common Rules have been approved by the Rector - will take effect from September 2025
- The new Disciplinary Rules have been approved by the Rector - will take effect from September 2025
- The new guidelines on the use of AI have been approved by the Rector - will take effect from September 2025

Bilag

Bilag 07-25-07a - Fællesregler for bachelor- og kandidatuddannelser - godkendt af rektor den 18. august 2025.pdf

Bilag 07-25-07b - Fællesregler for masteruddannelser på RUC - godkendt af rektor 18. august 2025.pdf

Bilag 07-25-07c - Fællesregler - Oversigt over de vigtigste ændringer med bemærkninger.pdf

Bilag 07-25-07d - Regulations on disciplinary measures against students at Roskilde University - Approved 030725.pdf

Bilag 07-25-07e - Disciplinærregler - Godkendt af rektor 3. juli 2025.pdf

Bilag 07-25-07f - Guidelines for the use of generative artificial intelligence in examinations - effective from Autumn 2025.pdf

Bilag 07-25-07g - Retningslinjer for brug af generativ kunstig intelligens ved eksamener 030725.pdf

Punkt 8: Lukket

Punkt 9: Strategy seminar

Discussion postponed from the last meeting.

Previously, a full-day seminar was held once a year with ample time to discuss a major theme concerning NatBach, involving a broader group of stakeholders than just the study board members. Past themes have included the relationship between project and course work, and challenges with large courses. The study board is asked to discuss:

- *Whether a strategy seminar should be held in the near future.*
- *If so, when the seminar should take place, e.g., in the autumn 2025 or spring 2026.*
- *If so, what the approximate theme should be. Some ideas are listed in the appendix, but other suggestions are also welcome.*

Beslutning

The agenda point was postponed till the next meeting.

Bilag

Bilag 07-25-09 - Strategy_Seminar_NatBach_English.docx

Punkt 10: Approval for new recommended study plans

Following the Masters reform, there is an increased need for study guidance in relation to securing that the students will be able to choose a Master education at RUC. A new set of recommended study plans have therefore been developed to guide the students through their Bachelor programme. Rikke Krogh from the Study and Career Guidance will attend the meeting for this agenda point. The Board is to review and approve the new recommended study plans.

The Vice Dean of Education (Annemette Palmqvist) and INM's Education Committee (INM's Heads of Studies) have initiated the development of recommended study plans specifically for NAB and NIB students starting their studies in 2025. A recommended study plan have been developed for each subject module combination. They are available on Intra and are relevant for students planning their bachelor's degree programmes. The recommendations focus on the non-mandatory elements of the education.

Why?

The reason for this initiative is that INM's master's programs are expected to tighten admission requirements starting in 2028. It is anticipated that future master's programs (namely Molecular Health Science, Environmental Science, and a new modeling education) will require more chemistry and mathematics.

To best prepare BA students starting in 2025 for their future graduate studies, internal working groups and Heads of Studies have collaborated to develop recommended study plans that incorporate the expected requirements in chemistry and mathematics.

Key features of the 2025 study plans / changes

- Subject module combinations including Medicinal Biology and/or Molecular Biology, which typically lead to the Molecular Health Science master's program, are recommended to include up to 15 ECTS in chemistry.
- Subject module combinations including Environmental Biology, which typically lead to the Environmental Science master's program, are recommended to include 5 ECTS in chemistry.
- Subject module combinations including Mathematics and/or Physics, which typically lead to the new modeling master's program, are recommended to include 5 ECTS in mathematics.

About the recommended study plans:

- Some subject module combinations have only one recommended study plan — in cases where the combination clearly points to a single master's program (MA).
- If the above combinations also allow access to other MA, less academically relevant study paths, these are considered alternative plans ("skuffe forløb") intended for use in academic advising.
- Some subject module combinations have two recommended study plans — in cases where the combination can lead to two relevant master's programs, making it meaningful to present two options that reflect the academic focus of each program (e.g., MHS and ENVSC).

Appendices and reading guide

Appendix 07-25-10 contains an overview of what subject module combination will give access to what/which master programme(s). See the green column for AMP's assessment.

The new plans adhere to the existing semester structure and bloc structure.

The developed recommended study plans are attached, if you are interested, but there is no need to review them.

Beslutning

Martin introduced the agenda item, framing the discussion around upcoming changes to study plans and the consequences thereof.

It was noted by the student representatives that the bachelor's programmes will become less flexible in the future, limiting students' ability to explore different academic directions before committing to a specific track. The students will have less freedom of choice when choosing BC 4–8 courses and elective courses, if they wish to provide themselves with the best possible opportunity for following a certain master programme.

Currently, only one official study plan per programme combination can be published online. This limitation complicates communication with students, as we are expected to guide them through a structure that is not yet fully defined. The lack of clarity makes it difficult to provide reliable advice.

There is concern that students may be denied access to certain MA programmes—even if they follow the recommended study plans—due to restrictive admission requirements on the new MA programmes. The working groups are aware of this and will consider if these requirements could unintentionally exclude students. It was emphasized that this is primarily an academic issue related to students' ability to follow teaching, not an admissions issue. We must ensure that our students are accepted into relevant MA programmes, or alternatively secure legal entitlement to another programme, which we as an institution are obligated to.

Rikke highlighted that in three cases, students had selected more module courses than permitted. The system does not allow this, and the issue requires further investigation. Additionally, concerns were raised about students taking three block courses in their sixth semester, which may not be ideal. This should be reviewed across different programme combinations. In cases where students must complete 35 ECTS, the additional course will be offered as a summer course.

There is a staffing issue at the student hub, where there is often no staff member with expertise in natural sciences. This limits the support available to students in those fields.

Students will be informed of these changes on September 9th at the Study Planning Café. As the first cohort to access the new MA programmes, they need clear and timely guidance to make informed decisions early. It is crucial to communicate this as clearly and supportively as possible.

Though, the board had short time to review the plans, they approved the new recommended study plans as the plans had been approved by the Heads of Studies.

Bilag

Bilag 07-25-10 - Oversigt FM-kombier og 2028-KA_version 3.xlsx

MATH + MOL til MOD.UDD.pdf

MATH + PHYS.pdf

MED + MOL til ENVSC.pdf

MED + MOL til MHS.pdf

MED + SUND til ENVSC.pdf

MED + SUND til MHS.pdf

MOL + BIOP til ENVSC.pdf

MOL + BIOP til MHS.pdf

MOL + CS_DAT til ENVSC.pdf

MOL + CS_DAT til MHS.pdf

MOL + PHYS til ENVSC.pdf

MOL + PHYS til MHS.pdf

BIOP + MATH til ENVSC.pdf

BIOP + MATH til MOD.UDD.pdf

CHEM + BIOP til ENVSC.pdf

CHEM + ENVIRON til ENVSC.pdf

CHEM + MATH til MOD.UDD.pdf

CHEM + MOL til ENVSC.pdf

CHEM + MOL til MHS.pdf

CHEM + PHYS _ FYS + KEMI til MOD.UDD.pdf

CHEM_KEM+ MED til MHS.pdf

CS + BIOP til ENVSC.pdf

DAT_CS + ENVIRON til ENVSC.pdf

DAT_CS + MATH til MOD.UDD.pdf

DAT_CS + PHYS til MOD.UDD.pdf

ENVIRON + BIOP til ENVSC.pdf

ENVIRON + BO (a) til ENVSC.pdf

ENVIRON + FYS_PHYS til ENVSC.pdf

ENVIRON + FYS_PHYS til MOD.UDD..pdf

ENVIRON + GEO til ENVSC.pdf

ENVIRON + MATH til ENVSC og MOD.UDD..pdf

ENVIRON + MED til ENVSC.pdf

ENVIRON + MED til MHS.pdf

ENVIRON + MOL til ENVSC og MHS.pdf

FYS + FILO til MOD.UDD..pdf

KEM + MED til ENVSC.pdf

MATH + MED til ENVSC.pdf

MATH + MED til MHS.pdf

MATH + MED til MOD.UDD..pdf

MATH + MOL til ENVSC.pdf

MATH + MOL til MHS.pdf

Punkt 11: Evaluation of the exams periode spring 2025

The Study Board will be joined by the exam office for an evaluation of the exams taken place in the spring 2025, including the experiences from the digitalized invigilated exams.

Beslutning

Maria from Registration and Exams (T&E), who is responsible for overseeing the execution of exams, participated in the meeting.

The student representative raised several concerns regarding the digital exam experience:

- Technical setup adds stress and takes time away from focusing on the exam itself. The importance of having IT guards present during exams was emphasized. Their absence negatively impacted the exam experience. Additionally, wearing name tags helps students identify staff roles and provides reassurance.
- Students were not informed prior to the semester that a new exam system would be introduced. They have a right to know how exams will be conducted.
- Inconsistencies in procedures across exams. Student experiences varied significantly—some were given time to upload, others were not. Time allocated for scanning should be consistent. A three-hour exam should be used for answering, not scanning.

T&E had decided not to allocate scanning/upload time for exams completed entirely in Word, assuming scanning was unnecessary. However, they later realized this distinction was not feasible.

T&E acknowledged they were not sufficiently familiar with the exam sets to make such decisions and committed to improving communication and dialogue going forward.

Technical challenges and format preferences

- Uploading Word vs. PDF files presents different challenges for both students and faculty.
- Managing multiple uploads and appendices is difficult for everyone involved.
- Writing in Word is preferable for readability, especially for faculty. Scanning is only necessary when drawings are required. However, the board highlights that the students should be free to choose their preferred format.
- Multiple-choice questions were administered on paper, which felt inconsistent with the digital format.
- The open house sessions for technical support (Observer and digital exam setup) should be continued, especially for students unfamiliar with digital exams. T&E plans to maintain these sessions.
- Clear communication is needed regarding when and how to download and test the Observer program at home. Instructions must be clear and accessible.
- Students should be encouraged to simulate a mock exam in Digital Exam to familiarize themselves with the system.
- The open house schedule will be uploaded to Intra or the Service Portal.
- Emails sent to students lacked links to the exam guide, and the guide itself was missing. Two emails were sent, however, there was still relevant information missing.

Re-exam registration issues

The student representative highlighted confusion around re-exam registration:

- Students are initially told they will be automatically registered for re-exams if they miss the ordinary exam. However, by the fourth semester, they are expected to register themselves.
- In the first semesters, students are only registered for re-exams if they fail—not if they are absent.
- The official rule is a 10-day registration window, but some students have experienced only 3 days.
- Improved communication on re-exam procedures is needed.

Punkt 12: A.O.B.

