

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 26-04-2023

Mødedato Onsdag d. 26. april 2023 kl. 09:15

Mødested 14.2-023

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Punkt 1: People present

1) People present

Beslutning

Present

Helene Dyrhauge - chairperson

Lars Fulgsang

Klaas Dykmann

Kristine Juul

Harismi Balandram - vice chairperson (student)

Ronja Madie Aust (student)

Absent

David Kaltoft Østergaard Hansen (student)

Sofia Sanchez Rodriguez (student)

Secretary

Lasse Lund Skovsgaard

Punkt 2: Approval of agenda

2) Approval of agenda
Orientation: The agenda for todays meeting in pdf-format
Appendix: 1. Agenda.pdf

Beslutning

Helene suggested to postpone item 13 "Approval of examination formats for electives - an economic perspective" because the board reviewed the appendix too late for the members to read the document.

The Board agreed with this suggestion and approved the remaining agenda.

Bilag

Agenda.pdf

Punkt 3: Approval of minutes

3) Approval of minutes
Orientation: The minutes from the Marts meeting
Appendix: 1. Minutes, Marts meeting.pdf

Beslutning

Helene had some comments regarding the minutes from the Marts meeting, which she would give to Lasse, who would amend the minutes accordingly.

The other members of the study board did not have any comments and approved the minutes.

Bilag

Minutes, Marts meeting.pdf

Punkt 4: Status on Subject Selection Day

4) Status on the Subject Selection Day
Oral orientation by Lasse Lund Skovsgaard
Appendix: None

Beslutning

Lasse gave a summary of the subject selection day. He told that the Study and Career Guidance Team had given some talks during the first part of the day. In the afternoon, the students attended talks about the subject modules they were interested in. The presentations were 45 minutes, where heads of studies and student ambassadors offered an insight into the different subject modules across all programs.

Klaas told the board that he had been giving 3 out of 4 presentations in International Studies and that it seemed excessive to give more than one talk in Danish, as International Studies is exclusively taught in English. For the presentations in Danish 10 students turned up for the first presentation and only 4 showed up for the second presentation, while both the English sessions were well attended. Klaas also pointed out, that several of the students had questions about how they could do a master's degree at KU or CBS.

Helene mentioned that she had talked to Jakob Vestergaard, who had presented the new subject module in Samfundsøkonomi, only few students showed up. Helene was concerned about the number of students who would choose samfundsøkonomi. Helene promised to keep the Board updated on the students' subject selection.

Punkt 5: Status for the retention initiative

5) Status for the retention initiative
Oral orientation by Helene Dyrhaug
Appendix: None

Beslutning

Helene gave an update on the retention initiative and told the board that Halime Simsek from the ISE secretariate has contacted 109 students, who had not been active on Moodle. The aim of the email was to make sure the students were alright and give the students who needed it help. Halime did not get a reply from approx. 60 of the students. The responses, she received, were mixed some were happy to be contacted, while others did not understand the why we had been contacted, as they were fine and active.

Ronja suggested that the negative replies were due to people being busy and perhaps stressed by all the new inputs, to which Helene commented that things should not be new during the second semester.

Lars asked if we have any idea if the admission grade requirement of 6 makes a difference in terms of the drop-out rate. Helene replied that it is rather complicated, and that there are many factors determining drop-out rate, but she is looking at the issues.

Helene went on to explain that there had been another screening based on feedback from the supervisors, who identified inactive students in their project groups. Here Halime had contacted 5 students from SAB and 1 from SIB.

Kristine asked whether there is any data from the midterm evaluations. Helene replied that there is no information so far. Moreover, Helene informed the Board that there had not been any group splits and that several coordinators have small initiatives to support retention like allocating extra hours to the supervisors (Maria Duclos Lindstrøm, SAB D) or contacting in-active students (Birgitte, SAB E).

Punkt 6: Lukket

Punkt 7: Suggestions for items for the May meeting

7) Suggestions for items for the May meeting
Orientation: The agenda in May is light so if you have any suggestions for topics please let Helene know.
Appendix: None

Beslutning

Helene said that there is a light agenda in the May meeting, and everyone was welcome to contact her with ideas for the agenda.

Punkt 8: Lukket

Punkt 9: Approval of course descriptions on study.ruc.dk

9) Approval of course descriptions on study.ruc.dk

Orientation:

The Study Board needs to look at (and if possible approve) the activity descriptions across the Sambach course activities. In the following you will find:

- A recommendation from EAE to approval (in danish)
- Recommendation from Thomas Køier to approve the descriptions.

Appendix

- Excel sheet with overview of activities

Anbefaling til godkendelse fra (EAE)

Enheden for Akademisk Efteruddannelse (EAE) har i forbindelse med udarbejdelsen af aktivitetsbeskrivelser vejledt de undervisningsansvarlige. På baggrund af drøftelser i programgruppen anbefaler EAE følgende 3 kriterier til at godkende en aktivitetsbeskrivelse:

1. Tilrettelæggelse og indsats/studieindsats

Er dette tilstrækkeligt beskrevet til en forventningsafstemning med deltagerne om studieindsats (i overensstemmelse med SN's politik om deklarering af studieindsats) timemæssigt fordelt på læringsaktiviteter, aktivitetens hvordan, og hvordan man som studerende forventes at deltage i aktiviteten?

1. Alignment mellem aktivitetens læringsmål, aktiviteter og bedømmelseskriterier

Er alignment. (dvs. overensstemmelse) synlig som en tydelig sammenhæng mellem læringsmål, læringsaktiviteter og bedømmelseskriterier? Kan man se i punktet Tilrettelæggelse og indsats at de færdigheder som læringsmålene og bedømmelseskriterierne lægger op til, trænes gennem korresponderende læringsaktiviteter?

1. Bedømmelseskriterier

Kravene til feltet bedømmelseskriterier er, at der er 4-10 bedømmelseskriterier, evt. fordelt på flere bedømmelsesgrundlag (forvent flere ved sammensatte bedømmelsesgrundlag, mange ECTS). De er identiske med, eller er en delmængde af læringsmålene, og evt. konkretiserer disse.

Ved sammensatte bedømmelsesgrundlag (projekter og specialer) skal der være skrevet bedømmelseskriterier for hvert element (skriftlig/mundtlig/evt. produkt med 1-2 kriterier) i bedømmelsesgrundlaget, som

- Skriftligt produkt: Bedømmelseskriterium a,b,c osv.
- Mundtlig eksamen: Kriterierne skal være de samme som for det skriftlige produkt (og det er nok at skrive "Samme") som bedømmelseskriterierne for den skriftlige aflevering, plus det ekstra kriterium ved mundtlige eksamener:

Mundtlig fremlæggelse/præsentation, dialog og diskussion (eller lignende formulering)
Der anføres altid:

- Bedømmelsen er samlet.

Evt. formelle bedømmelseskriterier som ”Skriftlig formuleringsevne” skal være kopieret over i Bedømmelseskriterier fra feltet Prøveform.

Excel sheet and activity descriptions (process of approval)

In appendix F-03-2022 Thomas Køier have marked the fields that are judged not to be approved with an orange color. The study board can choose to look into all activities, or the fields marked with orange.

Following columns needs to be approved:

- Tilrettelæggelse og indsats (Overall plan and expected work effort) Pensum (Course material and reading list)
- Uddybende beskrivelse (Detailed description of content) Program
- Prøveform og bedømmelseskriterier (Assessment criteria)

Following activities cannot be approved to this meeting, due to lacking information:

- Organisation, køn og mangfoldighed (valgkursus)
- Basisprojekt 2
- Grundkursus i Politologi (valgkursus)

Study deadlines.
open from 28/4 - 8/5.

Appendix:

1. **Sambach F23.xlsx**

Link to excel sheet [Sambach F23.xlsx](#)

Beslutning

The Board decided to follow the recommendations proposed by Thomas Køier Jakobsen from the ISE Secretariat.

Punkt 10: Proposal for an elective course "Digital Media Lab"

10) Proposal for an elective course "Digital Media Lab"

Orientation:

Jannie Møller Hartley from IKH has proposed a new Sambach elective course based on a similar course at Humbach. The Study board needs to consider the following questions:

1. Should colleagues from other departments and not associated with Sambach be able to offer elective courses? Or should this only be reserved for staff from ISE and IMT?
2. Does Sambach need another elective course? And should it be in Digital Media Lab?

Appendix:

1. Mail regarding Digital Media Lab.pdf

Beslutning

Helene presented the proposal and raised the principle question of 1) whether academic staff from other departments and not associated with Sambach should be able to offer elective courses and 2) if Sambach needs another elective course, and if so, if it should be in Digital Media Lab.

The members of the study board were sceptical of the proposal for an elective course in "digital Media Lab" and questioned the reasoning behind an additional course in Digital Media Lab, when Sambach students can choose the elective, as all electives are open to all students regardless of degree programme.

Lars said that it should not be ruled out that in the future there might be a wish to develop interdisciplinary courses linked to research, with non-associated and associated Sambach staff jointly propose courses, but he could not support the Digital Media Lab

The study board rejected the proposal. Helene would inform Jannie Hartley Møller of the decision

Bilag

Mail regarding Digital Media Lab.pdf

Punkt 11: Department report 2023

11) Department report 2023

Recommendation

It is recommended that the Study Board familiarises itself with the report and on this basis submits any comments in particular to the action plan points.

Presentation

The departments' programme reports are part of the university's reporting system, which is part of the university's overall quality assurance system for education. The departments' programme reports

are prepared every year and relate to the department's programmes' key figures and qualitative material and analyse the status and future perspectives for the programmes at the department. The report also includes the status of the follow-up on action plans from the most recent programme report.

Further process

The education report is finalised after any comments from the Department Council and the study boards and sent to the Rector, who comments and finally approves it.

Appendix:

1. Institut uddannelsesrapport 2023 ISE.pdf

Beslutning

The Board had no comments to the Department Report.

Bilag

Institut uddannelsesrapport 2023 ISE.pdf

Punkt 12: Common examination rules and the Examination Rulebook

12) Common examination rules and the Examination Rulebook

Orientation:

It is recommended that the Study Board supports the Vice Dean's feedback to US - see appendix 2 "Rev.af-eksamenshåndbog-fælles.regler". The Board is also encouraged to recall challenges in relation to choice of examination forms in connection with the candidate reform (if any), so that these can be communicated to the Central Administration if they are still considered relevant.

Background

In an email to the vice-deans dated 21st March, the Administration requests input for changes to the exam handbook and the Common Rules.

The email states that it is mainly about moving "... actual educational rules into "Roskilde University's common educational rules", so that the Examination Handbook appears more clearly as the pedagogical/didactic handbook it is intended to be ...", and adding the following decisions to the Common Rules:

- a) The discontinuation of the administrative course enrollment (ALF Dec. 2022)
- b) A minimum group size of 3 persons for projects at RUC (UL March 2023)
- c) As mentioned, there is a wish for the educational rules to be moved from the Examination Handbook to "Roskilde University's common educational rules" (ULF March 2023)"

It is also possible to report "any other adjustments" of the exam handbook. Among other things. The Vice Dean proposes to clarify the requirement that specific elements must be included in a project (e.g. a literature review, a policy brief, a summary).

Appendices:

- 1. Mail fra US-Martin.Stampe.Noer.pdf
- 2. Rev.af-eksamenshåndbog-fælles.regler.pdf
- 3. Eksamenshåndbog RUC 2021.pdf
- 4. Faellesregler_2022.pdf

Beslutning

Helene informed the study board about the proposed changes to the common examination rules and added that even though the rules are mainly aimed at the Master programs, it might influence Sambach at a later stage. Helene pointed out that the new minimum of three people in a project group is about saving money.

Klaas asked if a minimum of three people in a group is going to work and whether it is feasible. Ronja replied that it might be difficult to enforce project groups of three, as they run the risk of having one person who does not share the passion of the project in question with the other members of the group.

Klaas agreed and wondered if the new proposed minimum standard is going to result in more spilt groups.

Helene acknowledged this by stating that groups of three and more are normal during the first and second semester, but project groups are generally smaller in the third semester. Helene added that it will be important to inform the students of the new rules.

Lars informed that to his knowledge the proposed changes to the rules have not been passed yet but is in a hearing at the moment.

Helene gave a short summary of the educational rules and structures at RUC, highlighting that the current structure is likely to change in the government proposed Masters' reform, which will influence the bachelor programmes as well. The Sambach Study Board is responsible for 110 ETCS, while the Subject Modules are responsible for 35 or 70 ETCS respectively depending on whether it is in combination or a Single Subject Module. several subject modules are open to students on different bachelor programmes, which makes it impossible to change one bachelor programme without making changes to the rest.

Additionally, it was Helene's assessment, that the ETCS being spilt 50/50 between project work and courses is likely to change due to the government's proposed reform of the master degrees.

The Board had no comments to the educational rules.

Bilag

Mail fra US-Martin.Stampe.Noer.pdf

Rev.af-eksamenshåndbog-fælles.regler.pdf

Eksamenshåndbog RUC 2021.pdf

Faellesregler_2022.pdf

Punkt 13: Approval of examination formats for electives - an economic perspective

9) Approval of examination formats for electives - an economic perspective

Orientation

The Study Board is advised look at the examination formats for SamBach electives with an economic perspective in mind and decide whether the present formats can be approved or if some or all of them should be changed to other formats. The point being to strengthen the economic awareness and responsibility of the Board.

For your convenience you'll find the possible examination formats for Sambach electives below:

- Optional course (with an oral examination based on a group assignment) (5 ECTS)
- Optional course (with an oral examination) (5 ECTS)
- Optional course (with a portfolio examination) (5 ECTS)
- Optional course (with a 7-day written assignment) (5 ECTS)
- Optional course (with a written invigilated examination) (5 ECTS)
- Optional course (with a written/oral examination) (5 ECTS)
- Optional course (24-hour home assignment) (5 ECTS)

Appendix:

Link for excel sheet.

[SAM F23 Exam forms.xlsx](#)

Beslutning

This item was postponed due to the reading material was only available very late.

Helene said that the Sambach electives courses are not expensive and that it made no sense discussing this item because it might require changes to the curriculum, which is only possible in the autumn. Moreover, Helene said that BK7 Videnskabsteori is the most expensive course because of small cluster teaching and oral exams, which requires many teaching hours.

Punkt 14: Any other business

13) Any other business
Orientation:
Appendix:

Beslutning

There was no additional items discussed.