

# **REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 31-10-2024**

**Mødedato**    Torsdag d. 31. oktober 2024 kl. 10:00

**Mødested**    28A.1-11 - Mødelokale A1

# Indholdsfortegnelse

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## **Punkt 1: Approval of agenda**

### **Beslutning**

The agenda was approved with amendments - point 11 is postponed and point 12 is omitted as it will be handled in a different forum.

Partipants:

Line Nora Dalby (sagsbehandler, lukket punkter), Torben Braüner (VIP), Pia Nyeng (VIP), Maya Bolduc Degn-Andersen (STUD), Lærke Kønskov Vest (STUD), Pernille Hansen (STUD), Annemette Palmqvist (prodekan, observatør), William Golding (VIP), Maria Køpke Kjeldsen (Udd.koor. Kvalitetssikring, ref.)

Absent:

Martin Niss (VIP, SL), Abia Amin (STUD), Maria Blæsbjerg (STUD), Maria B. T. Nielsen (STUD)



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

### **Beslutning**

The minutes was approved with amendments to the list of participats.

### **Bilag**

Bilag 09-24-02 - Udkast til referat af SN-møde 8 d. 04-10-2024.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**

### **Beslutning**

Orientation from the student representatives:

Students have expressed issues with lectors not speaking in English when addressing the whole class. Lectors have also asked a class, if they could perform the lecture in Danish, even though there were international students present. If students ask a question in Danish, the lector replies in Danish, even though they were addressing the whole class. The students inform that this is happening in several classes. The students will address the issue with Martin, Head of Studies.

Misinformation from S&K in regards to course selection. Due to misinformation, students have signed up for the wrong courses. The experience is that the student study counselors are not properly prepared/equipped to guide natural science students. A guide on how to assist natural science students is proposed. The students are meeting with Martin, Head of Studies, to discuss the issue in more detail. Martin and the institut management are planning to address it with the administration.



## **Punkt 7: Other announcements or orientations**

### **Beslutning**

No further orientations.



## **Punkt 8: Study regulation changes**

### **Guidelines for the 2025-study regulations**

The Rector established an Exam Committee that produced a report based on their work. Subsequently, the Rector decided on several guidelines that the study boards need to discuss and implement, so that the changes will take effect from September 2025.

The guidelines have been discussed at INM's Educational Committee, where Annemette (vice dean) further clarified how we locally at INM could work with the guidelines.

In the attached appendices, the Board finds:

- The report from the exam committee
- Rector's decisions based on the report
- Clarifications from the vice-dean Annemette
- A short reading guide of the decisions
- An overview of all study activities and an assessment of whether they comply with the guidelines - select the NAB/NIB tab sheet. In the comment section (under kommentarer), the Board can see what needs to be addressed.
- Process plan for changes to the 2025-study regulations

Prior to the meeting the Board members should familiarize themselves with the material and consider how comments in the NAB/NIB tab sheet could be addressed in order to fulfill the guidelines.

## **Beslutning**

The Associate Dean Annemette further clarified the agenda item.

The main points of consideration are the use of resources for example in cases where the reexam format is an invigilated exam form, and the use of generative AI in the exam.

Prerequisite requirements for project - the study board argues for continuing having prerequisite requirements for the project exams. Martin, Head of Studies, is tasked with proposing a suggestion of how the prerequisite requirements could be rewritten in order for the study regulation to reflect what happens in practice.

## **Bilag**

Bilag 09-24-08a - Eksamensudvalg\_samlet rapport.pdf

Bilag 09-24-08b - Rektors beslutninger på baggrund af eksamensudvalgets arbejde 25-09-24.pdf

Bilag 09-24-08c - Vice dean clarification of rector's guidelines.pptx

Bilag 09-24-08d - Læsevejledning til oversigt over alle eksaminer\_SN.docx

Bilag 09-24-08e - Oversigt alle eksaminer\_261024.xlsx

Bilag 09-24-08f - INM Procesplan for revidering af studieordninger 2025.xlsx

## Punkt 9: Declaration of Generative AI in project work

### Declaration of the use of generative AI in project reports

Project groups can use generative AI in project reports in various ways if they declare how this is done. I suggest that the study board decides to **require** that the project groups include the attached form in their project report (this could be right after the abstract or after the conclusion).

The study board is asked to discuss this suggestion as well as whether the form is suitable.

Martin Niss, 24.10.2024

### Beslutning

The student representatives argues that a template is useful for student when declaring the use of AI in their projects. However, the format could be restructured so that is more coherent rather than divided between table and written arguments.

The board agrees that there should be a template as it provides the students with helpful tool to fulfill the requirements for declaration. The board also acknowledge that the creation of an exhaustive list of how to use AI is rather difficult in this case, but argues that the questions could be framed more open, which in turn would shorten the list.

The board discusses where in the report the declaration should be and decides that the "brief" declaration should be after the abstract and before the introduction. Describing the use of AI tools and how they been applied should be elaborated upon in the methods section of the report or be attached as an appendix . The students should be made aware of RUC's AI policy and the resources available from the library.

The board also notes that having a declaration of the use of AI may create a bias in the exam situation and thus the assessment where project groups that have utilized AI may be judged more harshly. The board will follow up on experiences from students and examiners.

Martin, Head of Studies, is tasked with amending the template for the next study board meeting.

### Bilag

Bilag 09-24-09 - GAI declaration project reports.docx

## **Punkt 10: Approval of study activity descriptions at study.ruc**

The information available on study.ruc for Spring 2025 is to be reviewed and approved by the Board.

### **Beslutning**

On the course site for Statistical Models is should state that the course runs intensively in the first 5 weeks of the semester, which should be considered when selecting other courses - that is stated on the course site.

The study board secretary will review all courses for changes and discuss substantial changes with the Head of Studies.

The Board approves the procedure.

Members have experienced that changes have happend without them knowing where the changes are coming from. The issue have been discussed with administration.

It is also noted, that the email from the administration to the activity responsible should state that if they make substantial changes, the changes should be discussed with Head of Studies or with the study board before written into study.ruc

### **Bilag**

Bilag 09-24-10 - F25\_Kvalitetstræk\_1.version\_10.10.2024 - NAB, NIB.xlsx

## **Punkt 11: Inputs for the workshop on BA common competence profile at RUC**

The board discusses how they wish to affect the common competence profile.

Workshop email invitation:

**Dear BA programme director, BA study board and house/class coordinators**

In connection with the ongoing work to develop RUC's degree programmes and teaching, the Rector and we vice-deans invite you to a workshop on strengthening the common BA profile at RUC.

We will work together to strengthen the common profile so that PPL competences are clearer for both:

- students (what they are working towards),
- heads of studies, study boards and teachers (how to support PPL competencies in the programme and in teaching) and
- employers (clarification of competency profile).

The work should also be seen in the context of the upcoming MA reform and the task of differentiating between the 2-year master's programme and the educational profile of the shorter master's programme(s).

EAE is organising the workshop, the aim of which is to formulate concrete input for reformulating a common BA profile with clear PPL competences. Or to put it another way: Which words describe what you can do when you have studied at RUC, regardless of which specialisation you have chosen.

### **Beslutning**

The agenda item is postponed due to the cancellation of the workshop.

## **Punkt 12: Misinformation to students regarding selection of courses**

Students are experiencing receiving misinformation about their opportunities in terms of course selection and experiencing receiving contradictory information from the Student and Career Guidance.

### **Beslutning**

The agenda item is omitted. The student representatives are discussing the issue with Martin, the Head of Studies.

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

### **Beslutning**

As generative AI can be utilized offline for example at an invigilated exam, the administration is testing exams where the students' computer screen are being monitored during the exam.

The board will follow up on the solution.

