

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 24-03-2026

Mødedato Tirsdag d. 24. marts 2026 kl. 13:30

Mødested 14.2-023

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Punkt 1: Members present

Present: Faisal Ibrahim Ahmed Mohamoud (Vicechair), Charlotte Liin Lund (STUD), Petter Madsen Kirkegaard (STUD), Asta Breinholt (VIP), Johannes Kabderian Dreyer (VIP), Jørgen Ole Bærenholdt (VIP) and Katrine Damberg (Secretary of the Study Board).

Absent: Muna Kaid Enad Al-Said (STUD), Helene Dyrhaug (Chair).

Beslutning

Present

Faisal Ibrahim Ahmed Mohamoud (Vicechair), Petter Madsen Kirkegaard (STUD), Helene Dyrhaug (Chair), Astra Breinholt (VIP), Johannes Kabderian Dreyer (VIP), Jørgen Ole Bærenholdt (VIP), Helle Rønne Warburg (Educational Coordinator), Katrine Damberg (Secretary of the Study Board).

Absent

Muna Kaid Enad Al-Said (STUD), Charlotte Liin Lund (STUD).

Punkt 2: Approval of the agenda

Recommendation

Members are asked to review and approve the meeting agenda.

(Any requests for changes to the agenda should be raised before approval.)

Beslutning

Approved.

Punkt 3: Approval of last month's minutes

Recommendation

Members are asked to review and approve the minutes from the previous meeting.
(If applicable, members may propose corrections or amendments before approval.)

Beslutning

Approved.

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agenda.pdf

Punkt 4: Oral orientations

Recommendation

Orial orientations from the Chair and others.

Beslutning

No oral orientations due to illness.

Punkt 5: EAE's page on teaching resources

Recommendation

It is recommended that the Study Board takes note that EAE has developed a Moodle page containing a wealth of inspiration for lecturers at RUC: [EAE's Moodle page "Teaching resources at RUC"](#)

Amongst many other gems, the page features both the revised Examination Handbook (Danish only) and a guide describing the possibilities of portfolio assessment (Danish only): [Link to the Examination Handbook and portfolio guide](#).

There are also several pages on Employability; see the next item on the agenda.

Beslutning

A student noted that it will be available in English at some point.

A VIP noted that there is a tendency at RUC to produce too much material and information, and that we should sometimes consider how to simplify the available material. From a VIP's perspective, it would be helpful to have more hands-on material, such as a brilliant project.

Punkt 6: Employability

Recommendation

It is recommended that the study board members:

- Familiarize themselves with the report “Fremtidens dimittend” (Graduate of the Future) about how to work with employability in teaching activities
- Open the link on page 17, “Ressourcer til undervisning på RUC” on Moodle, and investigate the page about employability.

Background

As the employment rate of universities’ graduates is being measured and has consequences for the financing of programmes, it is important that RUC does its best to prepare our students not only for their future job but also the job hunt.

The Study and Career Guidance has produced a background document for this purpose, “Fremtidens dimittend” (Graduate of the Future): <https://intra.ruc.dk/for-ansatte/studielederportal/employability/bliv-klogere-paa-employability/> (when clicking the link, you will find the document as the first one under the tab “Data og rapporter”).

The document is presenting the career learning approach that the university management has adopted as the basis for its work on employability.

From the e-mail sent to Vice-Deans, Heads of Studies and student environment tutors from the Study and Career Guidance informing about the document:

“Career education must be integrated into curriculum development and design to support students’ skills development throughout their studies, leading up to their transition into the labour market. Furthermore, we highlight the importance of a clear link between the programmes’ skills profiles, learning objectives and key trends in the labour market.

We recommend that you use the background document in the following ways:

1. Planning of teaching activities
The background document highlights specific ways in which career learning and the integration of work experience can be incorporated into teaching through learning activities that strengthen students’ understanding of labour market-relevant competences.
2. Work on the Master’s degree reform
The background document provides an up-to-date insight into labour market trends and skills requirements, which can support the work of defining competence objectives and areas for development for the programmes.

Beslutning

The study board was encouraged to familiarize itself with the report “*Fremtidens dimittend*” (*Graduate of the Future*) and explore the Moodle resources on employability to support integration of career learning into teaching activities.

The study board acknowledged the report as a well-prepared and useful contribution to RUC’s quality assurance work, particularly in strengthening the link between programme competencies, learning objectives, and labour market expectations. It was emphasized that social and personal competencies form an important part of employability and that the bachelor level should also be considered—while being mindful not to overload either staff or students. A general feeling of increasing administrative and pedagogical workload on both VIP and student advisers was noted.

Several members highlighted the importance of critical thinking in relation to AI. One student representative noted that employers increasingly expect graduates to be able to use AI tools, while students currently receive limited instruction in how to use such tools during their studies. Another student, however, argued that AI should be kept out of the programmes.

From the VIP side, concerns were raised about the risk of over-accepting AI use, as some students fail to understand or defend parts of their thesis work when over-relying on generative AI. It was also noted that many students struggle with

data analysis due to limited access to relevant databases, resulting in an overuse of semi-structured interviews.

The study leader partly agreed with the need to address AI but stressed that the university's role is not to teach operational tool use, but rather to foster critical and reflective engagement with AI technologies.

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Fremtidens_dimittend__Kompetencer_og_tendenser2026.pdf

Punkt 7: Guide about How-to Study.ruc.dk

Recommendation

It is recommended that the Study Board read the guide sent to all course conveners in E26/F27 on how to write and edit content on Study.ruc.dk.

Background

The purpose of the guide is twofold. Firstly, to achieve greater consistency in the descriptions, so that the same information appears in the same fields on Study.ruc.dk and takes up roughly the same amount of space. Secondly, to draw attention to the field 'Examination and assessment criteria (implemented)', which in many cases is incompletely filled in (partly due to inadequate communication regarding the consequences of switching from 'study regulation' to 'framework study regulation + activity description' in connection with the 2022 MA reform).

Suggestions for what should be included in the above-mentioned field regarding the examination format are set out in the list at the back of the Examination Handbook. As this is not yet available in English, an English list of suggestions has been drawn up (Appendix).

Appendices:

- Guide on How-to-Study.ruc.dk
- List of examples for text on Study.ruc.dk

Beslutning

Helle briefly explained the context for the ongoing work with study.ruc.dk, including the challenges arising from the new Master's programmes. The Study Board took note of the briefing.

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How to study.ruc.dk-March-2026.docx

List of examples for text on Study.docx

Punkt 8: Grade statistics

Nomination:

The study board is asked to familiarize themselves with the grade statistics for the activities where exams have been held in connection with the V25 term.

The Power BI report with grade statistics can be accessed at this link: <https://app.powerbi.com/Redirect?action=OpenApp&appId=4e853de3-593c-4305-963b-b4ce76134e34&ctid=5cb8e839-a838-4bb8-92af-d7756c2b7916>.

Contact Kristian Zornig Svenstrup at zornig@ruc.dk if you have any problems accessing the report.

Beslutning

The Study Board discussed the grade statistics for the V25 exams. One VIP noted an overall improvement among students, with distributions closer to a normal curve, while another expressed concern that grades have not been normalized. It was observed that winter exam projects showed higher averages than course exams.

The board also discussed the potential impact of AI on exam results. While some members were concerned about possible misuse of AI—including in on-site written exams—others noted that no clear change in overall grade distributions after the introduction of AI could be identified.

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Guide til Power BI-rapport med karakterstatistik, AWVC.docx

Guide to Power BI report with grade statistics (EN), AWVC.docx

Punkt 9: Grade differentiation

Recommendation

The board is asked to familiarize themselves with the grade differentiation for F25.

Appendix

- Grade differentiation F25

Beslutning

The Study Board discussed the grade differentiation for F25.

A VIP noted that some differentiation is present, though limited overall, with more noticeable variation in Basic Project 2 and Social Science. It was also observed that relatively similar grades are not surprising in group-based projects, as students collaborate closely on the same product.

A student representative pointed out that both too little and too much differentiation can be challenging, and that limited examination time makes it difficult to distinguish between students' performance levels. Several VIPs agreed, noting that uncertainty often arises during assessment and that individual project examinations used in the past allowed clearer grade distinctions.

The board exchanged experiences across different exam formats and acknowledged that exam design influences the potential for differentiation. The Study Board concluded that continued attention to grade differentiation is needed.

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Karakterdifferentiering Sambach F26.pdf

Punkt 10: External examiners report

Recommendation

The Study Board is asked to discuss the attached evaluations by the external and internal examiners and consider if they give cause for action by the Study Board. If relevant, comments will be forwarded to the chairmanship of the corps of external examiners (Politik, Samfund og Globale forhold).

Background

The appendices contain information about 1) external examiner evaluations from the corps of external examiners, 2) internal examiner evaluations.

External examiner evaluations are used by the chairmanship of the corps of external examiners in their annual report, in the study leader reports and is also part of the Study Boards quality assurance. The use of evaluations from the external examiners is an important part of the next round of accreditation, and the evaluations should be used to ensure and develop the quality of the programmes. The evaluations cover the winter exams 2025 for the bachelor programme in social sciences.

After each exam, examiners evaluate the exam in Censor-it. The evaluation reports do not contain information about the specific exam (name of the exam, censor or examiner). If the study board decides to address issues raised in the evaluations and needs more information about the specific exam, please contact katdam@ruc.dk.

Appendices

- Appendix 1. Summary of external and internal examiner evaluations winter 2025 for SamBach
- Appendix 2. Examiner evaluations winter 2025

Beslutning

The Study Board reviewed the external examiner evaluations. It was noted that the response rate among external examiners is high. A VIP highlighted that concerns regarding the use of AI and time pressure during exams appear in the evaluations.

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App 2 Examiner evaluations winter 2025 - SamBach.pdf

App 1 Summary of examiner evaluations winter 2025.docx

Punkt 11: Lukket

Punkt 12: Rules of procedure

Recommendation

The Study Board is invited to discuss the current Rules of Procedure, based on the request from the student representatives.

Beslutning

The study board discussed the Rules of Procedure and their implications.

The Study Board recommends that future agendas be structured with decision items first, followed by discussion items, and lastly orientation points.

In addition, the Study Board proposed the following amendments to the rules of procedure:

- § 5, Stk. 7: The following sentence will be deleted:

"Ved udformning af dagsordenen skal disse sager så vidt muligt placeres sidst på dagsordenen."

- Motivation: The Study Board always begins with the closed meeting out of consideration for the case officer's scheduling, and the current practice is therefore inconsistent with the applicable rules of procedure.

- § 6, Stk. 3: The following will be deleted:

"§6, Stk. 3. Ved indkaldelse med kortere varsel end 5 dage skal formanden i videst mulig omfang inden mødet give medlemmerne og faste observatører forhåndsorientering om de sager, der skal behandles på mødet."

Both amendments were adopted and the amended Rules of Procedure were adopted.

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Forretningsorden - pr. marts 2019.pdf

Punkt 13: Proposal for new elective course

Recommendation

The board is asked to decide on the proposal for a new elective course.

Appendix

- Proposal for SamBach elective course E26: Living the Anthropocene

Beslutning

The Study Board expressed strong support for the proposed elective course and approved it.

During the discussion, members noted the importance of ensuring that the course includes a more solution-oriented and practical perspective on climate challenges and contributes complementary and multifaceted approaches within the programme. The course will be established, and Study Board members will forward comments to the course responsible.

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Elective proposal Anthropocene Sambach E26.pdf

Punkt 14: Any other business

Beslutning

No comments.

