

REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 23-06-2026

Mødedato Tirsdag d. 23. juni 2026 kl. 10:00

Mødested 28A.1-11 - Mødelokale A1

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Sak 1: Approval of agenda

Beslutning

Present at the meeting:

Martin Niss (VIP, SL, forperson), Anna Beta (STUD), Pia Nyeng (VIP), Lærke Kønskov Vest (STUD), Marie Elizabeth Diniz (STUD, næstforperson), William Goldring (VIP), Simon David Herzog (VIP-suppl.), Pratik Shah (VIP-suppl.), Torben Braüner (VIP), Maria Køpke Kjeldsen (udd.koor. Kvalitetssikring, ref.).

The agenda was approved.

Sak 2: Approval of minutes

Beslutning

The list of participants is missing from the agenda. This will be added to the minutes.

With the above amendments, the minutes was approved.

Vedlegg

Udkast til referat - møde 5.pdf

Sak 3: Lukket

Sak 4: Lukket

Sak 5: Lukket

Sak 6: Orientations from Martin Niss, study leader of NAB/NIB and chair of the study board

Beslutning

Martin orientated the study board that he will step down as Head of Studies at the end of the year. Ulf will assume the role of Head of Studies thereafter. Ulf will be a class coordinator in the fall semester.

Sak 7: Orientations from the student representatives

Beslutning

The students stated that there as been confusion regarding how the invigilated exams was going to be conducted and requested that the exam office provide a guide for students prior to the exam.

Sak 8: Other announcements or orientations

Beslutning

The secretary of the study board has been transferred to a different administrative unit at the university. This took official effect on 1 July, following a loan period to the unit since May. In practice, the transfer will take effect from 15 September.

Sak 9: Lukket

Sak 10: Lukket

Sak 11: Lukket

Sak 12: Danish Student Survey 2025 (Study Environment Assessment)

The results from the **Danish Student Survey 2025 (Danmarks Studieundersøgelse)** are presented for discussion in the study board, focussing on the Natural Science bachelor programmes (NAB and NIB). The general report for Roskilde University is attached, alongside programme-specific data.

The survey provides insight into students' evaluations of the academic and social study environment, learning conditions, well-being, and physical surroundings. The overall response rate at Roskilde University is approximately 20%.

The study board is invited to:

- discuss the key strengths and challenges reflected in the results for the Natural Science bachelor programmes
- consider how the results should be interpreted in relation to local conditions and programme structure
- identify whether there are areas that call for follow-up or further investigation
- consider what actions, if any, fall within the study board's remit (e.g. recommendations, dialogue class coordinators, teachers, or input to study environment action plans)

The discussion may also consider how the results relate to ongoing work on student well-being, study intensity, and academic engagement.

Beslutning

The agenda point was postponed to the next study board meeting.

Vedlegg

Danmarks_Studieundersoegelse_2025_-_Roskilde_Universitets_studerendes_vurdering_af_studiemiljoe.pdf

Sak 13: Evaluation of the Spring 2026 Exam Period

The study board is invited to discuss the overall conduct of the Spring 2026 exam period.

The purpose of the discussion is to:

- share experiences regarding the practical execution of exams
- identify any challenges, issues, or areas of concern that should be raised with the administration or institute management

Topics for discussion may include, among others:

- experiences with digital invigilated exams - practical aspects, the student experience
- the use of AI/Generative AI and any observed implications for exams and assessment
- experiences with on-site written exams (digital or otherwise)
- general alignment between exam format and conditions

The study board may also consider whether there are general recommendations or points for follow-up arising from the exam period.

Orientation regarding the implementation of the new exam system WISEflow from the Exam Office

Dear all,

In October last year, we informed you that Roskilde University has entered into an agreement with UNIwise to implement the exam system WISEflow, which will eventually replace Digital Eksamen. At that time, we announced that the transition would take place in May 2026. Due to unforeseen circumstances, it has since been necessary to adjust the timeline.

New timeline for WISEflow

The new go-live date is 1 October 2026.

We are aware that changing systems takes time to get used to. We will therefore provide ongoing support and ensure a gradual implementation, where new features are introduced over time.

The implementation will still follow the same overall plan:

- *Preparations are well underway in RUC Digital and Registration & Exams, including work on the integration between STADS and WISEflow.*
- *In June 2026, Registration & Exams will conduct two pilot exams in WISEflow. The teachers involved will be contacted in weeks 18–19 and offered an introduction to the system as well as hands-on online training during May.*
- *Leading up to October 2026, similar training sessions will be offered to all teachers, supported by e-learning material and step-by-step guides.*
- *WISEflow will go live on 1 October 2026, after which all exams will be set up and conducted in the system. We will start with the basic functionalities and gradually expand with additional features.*
- *Registration & Exams will inform all students towards the autumn semester and provide relevant guidance materials ahead of the transition.*

Beslutning

The Study Board discussed the need for workshops on installation procedures and system usage, which should be offered every semester, as new students enrol each year. Existing guides were noted to be outdated and should be updated and distributed at least one week prior to exams. Some students only encounter these systems later in their studies (e.g. during semesters with only oral exams), which creates additional challenges.

It was recommended that students be given a standard 15-minute period during exams to scan and upload their work.

Students also highlighted the importance of keeping login codes visible on the board throughout the exam, as access may be required later. Not having this readily available was described as stressful.

Concerns were raised about different exam formats:

- Fully paper-based exams were reported to have issues with missing components
 - Partially digitised exams risk errors in scanning, with papers sometimes not being uploaded
 - Hybrid exam formats were considered particularly problematic and prone to mistakes
- It was recommended that all paper materials be collected first and sorted afterwards to reduce errors.

Some teachers expressed uncertainty about whether their exams can be effectively conducted in a digital format, particularly when tasks involve drawings or figures.

Issues were also raised regarding exam supervision. In some cases, internet access was allowed without sufficient monitoring. Exam invigilators did not consistently circulate the room or check student screens, and reports of potential cheating were noted. This has been raised with the examination office. Visibility issues in certain rooms (e.g. due to sunlight or external construction noise) were also mentioned.

More generally, invigilation was described as insufficient, including a lack of enforcement of quiet conditions at the start of exams.

It was noted that teachers often try to attend exams, as their presence can reassure students and help resolve issues if they arise. However, this should not be necessary.

The use of generative AI (GAI) was discussed as an ongoing challenge. While it can be difficult to detect misuse, discrepancies between students' written submissions and their oral performance were noted as clear indicator for learning.

There is uncertainty among students about how to use AI tools appropriately, including whether declarations are required upon submission and where such declarations should be included. Questions were raised about whether the absence of a declaration should have consequences for assessment, if the use of AI is clear.

It was suggested that students could be required to upload drafts or parts of their work throughout the process to document development and support transparency. Additionally, it was recommended that students be required to submit a mandatory formal declaration when handing in projects or assignments.

Finally, it was recommended to invite the legal office to a future meeting to provide further guidance on these matters.

Sak 14: A.O.B.

Beslutning

No other business.

