

REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 28-01-2026

Mødedato Onsdag d. 28. januar 2026 kl. 10:00

Mødested 28A.1-11 - Mødelokale A1

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Sak 1: Approval of agenda

Beslutning

Present:

Martin Niss (VIP, SL, forperson), Maya Bolduc Degn-Andersen (STUD, næstforperson), Pratik Shah (VIP supp.), Torben Braüner (VIP), Lærke Kønskov Vest (STUD), Heather Cole (STUD supp.), William Goldring (VIP), Elisabeth Diniz (STUD), Maria Køpke Kjeldsen (udd.koor. Kvalitetssikring, ref.).

The agenda was approved.

Sak 2: Approval of minutes

Beslutning

The minutes was approved.

Vedlegg

Bilag 01-26-02 - udkast til referat af møde 11 - 18-12-25.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

No orientations.

Sak 7: Orientations from the student representatives

Beslutning

A student representative presented a case in which students had received conflicting information regarding permitted exam aids—specifically whether they were allowed to use a physical book or a digital book.

It was noted that physical books are not accessible to all students, as they can be expensive, which raises concerns about fairness.

The issue appears to stem from exam invigilators who are either given incorrect instructions or relay inaccurate information to students. Examples included invigilators telling students that they could not use a calculator or bring a physical book, even when this was permitted.

Supplementary Physics was mentioned as one course in which such inconsistencies have occurred.

Sak 8: Other announcements or orientations

Beslutning

The NAB student group received funding to host a Fastelavn event and a knitting cinema activity. The Board expressed hope that NIB students will also be invited to participate.

It was noted that there is an available student seat on the Institute Council. As the bachelor reform may be discussed in this forum, it could be beneficial for a student to take this position.

Sak 9: Discussion of addressing knowledge gaps in subject modules

The student representatives have brought forward a case for discussion regarding the variation of mathematical preparation for the subject modules - see appendix.

Beslutning

The Board noted that the issue of insufficient mathematics levels is most evident within the mathematics-heavy subject modules. A VIP member mentioned that a summer course had previously existed. Martin added that there are ongoing discussions about reintroducing it. At that time, students completed a mathematics test, and based on their results, they could take an extracurricular course in the first semester. However, students experienced the test very differently, and attendance in the follow-up course was low. The Board agreed that this approach might not remedy the issue.

In relation to the upcoming BA reform, several members expressed the view that a mandatory first-semester mathematics course may be necessary. It was emphasized that the different academic areas require different mathematical skills, so this should be kept in mind in these discussions.

A case was mentioned involving a chemistry student who felt lost due to missing foundational knowledge. The Board noted that, at the beginning of relevant courses, teachers should inform students more explicitly that they can reach out for help if they struggle.

Members agreed that Study.ruc should communicate clearly, which courses students are expected to have taken before beginning their subject modules—such as Calculus and Linear Algebra. However, the student representatives clarified that students are generally aware of the recommended courses; lack of information is not the main issue.

The Board discussed whether the Mathematics Department could offer a catch-up course for students entering their subject modules, and when such a course should be scheduled. It may be necessary to identify which subject modules depend most heavily on prior math competencies. It was also noted that this has been done before with very little attendance from students. Teachers explained that they build on knowledge from earlier courses to reach the required academic level, making it difficult to lower expectations or reduce content.

The Board discussed past initiatives such as homework cafés or a weekly help hub, where older students and potentially academic staff provided support. The NatCafé and the International Café already run similar events for their respective groups. These open cafés tend to work well when coordinated with the relevant course.

Members noted the importance of students feeling comfortable reaching out to older students and teachers—especially international students, who may not automatically know that this is acceptable.

Another proposal was for teachers to create explainer videos for students, who have not taken the recommended preparatory courses. This would allow students to catch up independently without impacting course progression for others.

The Board agreed that while it is ultimately the students' responsibility to meet the expected level, appropriate support structures should also be in place.

Vedlegg

Bilag 01-26-09 - SB recommended courses.pdf

Sak 10: Discussion of the conduction of exams in general

In recent semesters, various issues and observations have emerged regarding the planning, execution, and communication related to examinations. These issues concern both staff (VIP) and students, and they touch on logistical coordination, clarity of information, digital exam processes, and the overall exam experience.

Given these developments, the Study Board is invited to conduct a general discussion to assess the current status of examinations and identify areas for improvement.

The purpose of this case is to create an overview, collect input, and support the development of clearer procedures and communication channels going forward.

Possible points for reflection:

- What is the overall status of examinations at the institute? - what works well, and where do we see systemic challenges?
- Are current planning procedures adequate to ensure alignment across courses and study programmes?
- Is there a need for earlier or more consistent coordination between course coordinators, study administration, and exam administration?
- Are deadlines and responsibilities sufficiently clear for all parties involved?
- Is communication from the university to students sufficiently precise and timely?
- Do VIP feel well-informed about administrative rules, documentation requirements, and exam procedures?

Beslutning

Discussion on exam scheduling, procedures, and student experience

Students reported recurring issues with late communication of exam dates and times, often receiving the final schedule only two days before the exam. This has occurred consistently across semesters and courses.

There appears to be confusion regarding responsibility for scheduling. Teachers have told students that the Exam Office is responsible, while the Exam Office has indicated that it is the teachers' responsibility. The Board noted the need for clearer internal procedures.

It was clarified that exam scheduling is not linked to prerequisite requirements in many cases, while sometimes it may delay the process of planning exams.

Teachers sometimes adjust the exam order on the day of the exam if students do not show up, resulting in a different sequence than the one provided by the administration. Students have also been instructed to arrive one hour early to accommodate potential cancellations. Some students were even told to be present at 8:15 a.m., which caused heightened anxiety. The Board questioned whether such instructions are appropriate and agreed that this should be examined.

For project exams, students requested earlier access to exam dates. Supervisors often know the dates before official release, and students sometimes feel encouraged to ask their supervisors directly. The Board noted that planning may be delayed until group-split deadlines have passed, which contributes to the late publication of exam schedules. Students emphasised that many have jobs and require adequate time to plan.

The Board acknowledged that the administration is currently under significant workload pressure.

Digital exam concerns

Several issues related to digital exams were raised:

- Students were unsure whether they had 15 minutes after the exam to finalize and prepare their submission as this changed from exam to exam. There should be clear guidelines for this.
- There was confusion about who is responsible for scanning documents for upload.
- In the new exam system, students must take photos using their own computer camera and then mirror the images before submitting.
- Questions were raised about the official equipment requirements for students (e.g., functioning laptops, cameras), noting that not all students have equal access to such equipment.

For take-home exams, only course material was permitted, but there was speculation that cheating may have occurred. The exam format for *Analysis I and II* has been changed in response.

Assessment practices

Members noted that semester projects may be too easy to score highly in, with limited variation in grades and a noticeable gap between project grades and course grades. The Board agreed that this issue should be brought to the class coordinator group for further discussion.

Students also expressed frustration that re-exams are sometimes identical to the ordinary exam, giving students an additional month to prepare and potentially creating an unfair advantage. The Board discussed whether adjusting the timing of re-exams might mitigate this but questioned whether this would meaningfully address the underlying issue.

Sak 11: Approval of Legal Entitlements (Retskrav) for the 2028 Master's Programmes

The Study Board is asked to approve the proposed list of legal entitlements (retskrav) for admission to the 2028 master's programmes. The retskrav list is necessary for communicating accurately with current bachelor students and prospective applicants (e.g., at subject module fairs, Open House events, and other recruitment activities).

The list has been developed jointly by the Vice Deans and University Studies (US) and was discussed in the Educational Strategic Leadership Forum on 16 December 2025.

Process:

- The retskrav list is sent for consultation in the Study Boards in January 2026.
- Final approval will be made by the Rector.

Once approved, the list will form the basis for communication to UL, VIP, TAP, STUD and external stakeholders, including prospective applicants.

The Study Board is invited to **approve the retskrav list**.

Beslutning

The Board discussed the current possibilities for combining subject modules and the resulting access to master's programmes.

It was confirmed that students can still combine Molecular Biology and Computer Science. However, HumTek students should not be able to follow this pathway, as they do not have sufficient laboratory training. The Vice-Dean is in dialogue with the institute regarding this issue.

The Board also noted a structural difference between HumTek and Natural Science students regarding which master's programmes they can access, despite being able to choose the same subject modules. This difference is caused by the variation in their basic courses.

In one case, it was highlighted that both Mathematics and Bioprocess students should have access to AMASE and Environmental Science, but this is currently not reflected equally in both places.

The Board also discussed access issues concerning Computer Science + Business Studies and other combinations, which currently do not grant access to Digital Transformation. Members questioned why students with Computer Science combined with another subject module are excluded from this master's programme.

With these comments noted, the Study Board approved the list of legal claims.

Vedlegg

Bilag 01-26-11 - Høring_retskrav til 2028 kandidatuddannelser.pdf

Sak 12: Approval of course offering for fall 2026 and spring 2027

The Board is to review and approve the bachelor programme course offerings for Spring 2026 and Fall 2027. A process plan is included in the materials.

For orientation for the course offerings for the subject modules and the master programmes is attached as appendices.

Beslutning

For Analytical Chemistry, the Board discussed the limited capacity of 24 seats, despite the course being mandatory for certain students. There is currently no additional laboratory space available to accommodate more students. Instructors have been told that they must accept more students if necessary, but if this situation continues, the course will need to be reconsidered and potentially redesigned.

The Board suggested asking students earlier in the process about their intended course choices to better anticipate enrollment pressure.

Data Science and Visualization continues to be highly popular and is also taken by students from other institutes. The Board agreed that it may be beneficial to offer the course in the autumn semester as well, and this option will be explored further.

The Study Board approved the course offering.

Vedlegg

Bilag 01-26-12a - BA, Udbudsark E26+F27.xlsx

Bilag 01-26-12b - Procesplan til institutterne inkl. datoer E26+F27.xlsx

Bilag 01-26-12c - FA, Udbudsark E26+F27.xlsx

Bilag 01-26-12d - KA, Udbudsark E26+F27.xlsx

Sak 13: Date for the constituting meeting

The Board is to agree on a date for the constituting meeting in February.

Suggestions:

- D. 18. februar kl. 10-12
- D. 18. februar kl. 13-15
- D. 19. februar kl. 9-11 (Open House)

Suggestions for meeting in Spring 2026:

Meeting 3:

- D.18. marts kl. 10-12
- D. 18. marts kl. 13-15
- D. 20. marts kl. 14-16

Meeting 4

- D. 17. april kl. 9-11
- D. 24. april kl. 9-11
- D. 29. april kl. 13-14

Meeting 5

- D. 21. maj kl. 13-15

Meeting 6

- 15. juni kl. 10-12

Beslutning

The Board decided to have the constituting meeting the 18th of February at 13-15.

Sak 14: Workshop - strategy seminar

Preparing the Strategy Seminar on NIB–NAB Integration

The Board is to discuss the structure, goals, and facilitation of the upcoming strategy seminar on improving integration between the NIB and NAB bachelor programmes, so that a clear outline for the strategy seminar can be developed.

The Board should focus on:

- Defining what the Study Board wants to achieve with the seminar.
- Developing a structure and timeline for the seminar day.
- Identifying key discussion themes (programme coherence, language practices, learning environment, collaboration across student groups).
- Deciding how the seminar should be facilitated.

Beslutning

The agenda point was postponed till the next meeting.

Sak 15: A.O.B.

Beslutning

A member raised that the allocation of supervisors to the bachelor project should be discussed at a later meeting.

