

REFERAT Studienævn for Den Samfundsvidenskabelige Bacheloruddannelse d. 27-05-2026

Mødedato Onsdag d. 27. maj 2026 kl. 13:30

Mødested 07.2-033

Indholdsfortegnelse

Members present.....	3
Approval of the agenda.....	4
Approval of last month's minutes.....	5
Common Rules.....	6
Extent of Curriculum and Student Preparation.....	7
Discussion on the study environment in the 3rd semester - continued from last meeting.....	9
Lukket.....	11
Orientation from the Head of Studies.....	12
Follow-up on activity descriptions.....	13
Principles for Educational Planning.....	14
Any other business.....	15

Punkt 1: Members present

Beslutning

Present: Faisal Ibrahim Ahmed Mohamoud (Vicechair), Muna Kaid Enad Al-Said (STUD), Petter Madsen Kirkegaard (STUD), Helene Dyrhaug (Chair), Asta Breinholt (VIP), Johannes Kabderian Dreyer (VIP), Jørgen Ole Bærenholdt (VIP), Patrick Jim Hedensted (Study- and Carrier guidance), Katrine Damberg (Secretary of the Study Board).

Absent: Charlotte Liin Lund (STUD)

Punkt 2: Approval of the agenda

Members are asked to review and approve the meeting agenda.

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

Beslutning

The agenda was approved.

Punkt 3: Approval of last month's minutes

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

Beslutning

The minutes were approved without comments.

Bilag

SN sambach minutes.pdf

Punkt 4: Common Rules

Recommendation

It is recommended that the Study Board considers the proposed revisions to the Common Rules and submit any comments compiled by ISE.

Background

The departments have had the opportunity to submit proposals for revisions to the Common Rules.

ISE did not propose any changes, but the other departments and the Uddannelsesjura have proposed changes. Appendix 2 contains an overview of the changes.

Beslutning

A VIP noted that it will be possible for the Rector to grant dispensation to programmes with less than 50% project work.

A VIP noted that the Rector can make decisions regarding bachelor programmes on behalf of the study boards and that the Rector decides the number of study boards.

The Study Board proposes the following amendment to §40:

"Stk. 2. I særlige tilfælde kan Studienævnet give tilladelse til, at den mundtlige prøve afholdes online. På RUC er det altovervejende udgangspunkt, at prøver afholdes med fysisk fremmøde. Der kan gives dispensation til online prøver, hvor den studerende er i projektorienteret forløb eller på studieophold i udlandet."

A student commented on the added paragraph in §35, noting that it is not permitted to record an examination.

Bilag

Udkast til fælles uddannelsesregler - 2026_endeligt udkast.docx

Skematisk oversigt revision af Fælles uddannelsesregler 2026.docx

Punkt 5: Extent of Curriculum and Student Preparation

HOW MUCH SHOULD STUDENTS READ FOR EACH CLASS?

Background

The Sambach study board has noticed that course leaders continue to expand their reading list for basic courses, especially by increasing the number of pages for each class. A basic course is only 5 ECTS which entails a total of 135 study hours, which includes attending classes, reading in preparation to class, preparing for exams and exams.

At the same time, course evaluations show that the students only read part of the required texts, and their participation in classes is low. This raises questions about how we, the study board, can ensure more students prepare by reading for classes.

Questions for discussion

- Why are students not reading? (perhaps best answered by the students)
- How accessible are the reading lists?
 - Are there reading guidance for all texts? And should there be reading guides?
 - Should all reading come from textbooks? Or is it ok to have academic articles?
- Should there be a limit e.g. numbers of pages, to how much the students should read for each class? (the course leader can make a distinction between required reading and recommended reading)
- English language reading at SAB - how do course leaders help the students understand the reading, especially concepts, which are written in English but might be presented by their Danish names in class?

Beslutning

Discussion

A student noted that the issue concerns general expectations regarding required reading. It was further highlighted that reading lists often contain many explanations and broad academic materials, which can make it difficult for students to prioritise what to read when they are unable to complete all assigned material. In particular, research articles were mentioned as challenging to read efficiently.

Several VIPs emphasised that teaching approaches vary, as lecturers design their courses according to their own pedagogical preferences. However, there was agreement that reading guides can be a useful tool. Some lecturers reported positive experiences with structuring teaching in ways that require prior preparation from students.

It was suggested that lecturers be encouraged to develop reading guides tailored to their courses. Rather than imposing a fixed limit on the number of pages, lecturers should instead assess the overall workload of the course in relation to the expected total study time. The importance of ongoing discussions about workload and clear expectation alignment with students was highlighted. It was noted that full-time study corresponds to approximately 42 hours of study per week, given that the academic year does not include continuous study periods.

Another point raised was the need to establish expectations from the beginning of a course, including ensuring alignment between the amount of reading completed by students and the time they spend studying.

A VIP emphasised the importance of maintaining methodological freedom in teaching. At the same time, the study board should recommend the use of reading guides. There should be no strict recommendations regarding the use of textbooks versus research articles, as a combination is considered beneficial. Similarly, both Danish and English materials are acceptable. However, close attention should be paid to the overall time required for reading. As a general guideline, it was mentioned that students can be expected to read approximately 8–10 pages of an average-difficulty academic article per hour.

A student commented that, in practice, very few students study 42 hours per week, and that this workload is unrealistic for most.

A student pointed out that it is not permitted to upload research articles into AI tools.

Additional points included:

- The importance of differentiating expectations across semesters, particularly recognising that first-semester students may have different academic prerequisites.
- The need for coordination among lecturers teaching the same course to ensure consistency in expectations and the use of course materials.
- The value of making explicit how reading contributes to both learning outcomes and in-class activities, thereby increasing the perceived benefit of preparation.
- Positive experiences with organising reading groups separate from project groups.
- A suggestion to allocate time during teaching sessions for reading activities.

It was also noted that pedagogical approaches such as clear expectation alignment and reading guides may be particularly beneficial for students from non-academic backgrounds.

Recommendations

- The study board does *not recommend introducing a fixed limit* on the number of pages assigned per class.
- Instead, lecturers should:
 - Clearly communicate expected preparation time and workload, both in class and on Moodle.
 - Ensure alignment between assigned reading and overall course workload (ECTS framework).
 - Provide clear expectation setting at the beginning of the course.
 - Consider developing reading guides to support students' preparation.
 - Coordinate teaching approaches across lecturers within the same course to ensure consistency.
- Lecturers are encouraged to reflect on how reading and class participation create value for students and to design teaching accordingly.

Punkt 6: Discussion on the study environment in the 3rd semester - continued from last meeting

Background

At the Study Board meeting in March, several members highlighted the transition on the third semester to the subject modules as a significant challenge affecting both the study environment and the student retention into the master's programmes. In particular, issues of students experiencing weak social cohesion were raised.

The Study Board agreed that this issue should be addressed explicitly and placed on the agenda for a future meeting. As a follow-up, Helene is working on collecting input from the Heads of Study in the subject modules, which will be reviewed on a future meeting in a

discussion on the academic coherence and organizational collaboration related to the transition on the 3rd semester.

The discussion on this meeting will focus on the **broader study environment perspective** on the 3rd semester, with particular emphasis on the students' experiences and the Study Board's input to the work of the Study Environment Tutors (SMTs) in the coming academic

year. The discussion will focus on the conditions surrounding students' everyday experience of the transition on the 3rd semester, including how organizational and social frameworks may support a positive study environment during the transition to subject modules.

Points for discussion

- From a study environment perspective, how do students experience the transition to the subject modules on the 3rd semester, particularly in terms of social cohesion, sense of belonging and feeling part of a coherent study programme?
- Outside the teaching context, what types of social or academic activities do students find meaningful during the 3rd semester, and how can these perspectives inform the priorities of the Study Environment Tutors (SMTs) in the coming academic year?

Beslutning

Discussion

A student summarized the discussion from the previous meeting, noting that the core issue concerns insufficient development of social cohesion and study environment early in the programme. This challenge becomes particularly visible during the transition to the 3rd semester.

It was recalled that previous discussions pointed to a potential overemphasis on events and centrally planned activities. The current discussion raised the question of whether the issue should primarily be understood as a study environment challenge or rather as a lack of academic community. A VIP argued that study environment initiatives alone cannot resolve structural challenges related to how students identify strongly with their subject modules on the 3rd semester. It was emphasised that issues related to programme structure cannot be solved solely through study environment initiatives, and vice versa.

Several challenges were identified:

- Low attendance in project-supporting activities
- Weaker academic collaboration
- Limited familiarity among students and lack of group belonging

Students noted that student-driven committees (academic and social committees) often dissolve after approximately half a year, indicating the need for stronger structural and hands-on support for sustaining communities.

Physical surroundings were also highlighted as a factor. Challenges related to access to buildings (4, 5, and 6), due to scheduling practices prioritising "best fit", were mentioned. It was emphasised that place-based identity has previously been important for fostering study environments, raising the question of how a sense of cohort identity can be developed within the current physical framework.

A VIP emphasised that, given the current number of students at Sambach, efforts should focus on fostering as much cohort identity as possible within existing structures. Another suggestion was to prioritise building identity at the cohort level first, followed by identity within specific subject modules.

It was noted that the Head of Studies will meet with Heads of Subject Modules at the end of June to gather insights into existing initiatives within the modules.

Students expressed that while working with multiple identities throughout the programme is an interesting idea, it may also be challenging to implement in practice.

A concrete proposal was to introduce thematic organisation at cohort level in the 3rd semester in order to strengthen academic communities. In this context, it was suggested to work with academic themes or clusters linked to the philosophy of science course, rather than in relation to Basis Project 3.

The idea is that thematic groupings could provide a stronger academic point of reference and help foster both academic and social cohesion among students. This approach will be discussed further with cohort coordinators in the coming weeks, with a view to potentially testing it in the autumn semester.

Another suggestion was to establish administratively assigned groups within subject modules, combined with shared academic and social activities. It was noted that familiarity with peers in the academic environment may be a prerequisite for participation in social activities.

Attendance was also raised as a key issue, with one VIP highlighting low attendance as a fundamental challenge. The question of mandatory attendance in this context was suggested as a topic for further discussion.

A VIP suggested placing students in administratively assigned groups within their subject modules, combined with shared activities that are both academic and social. It was emphasised that students are more likely to participate in social activities if they already know peers within their academic environment.

A VIP further noted that attendance and the question of mandatory attendance should be discussed in this context, as low attendance constitutes a fundamental challenge.

A student suggested that Study Environment Tutors (SMTs) could visit the subject modules to introduce themselves to students.

It was also suggested to consider aligning the semester start activities of subject modules with the Master's programme introduction - and in general thinking the subject modules and Master's programmes in closer connection, including establishing cross-cutting academic committees. Such committees could also contribute input to both the ongoing Master's reform and a potential future Bachelor's reform.

Finally, it was suggested that allowing course leaders and academic environments to take a more active role in forming student groups could be a worthwhile initiative.

Summary of discussion:

The discussion concerned challenges related to the 3rd semester transition, particularly weak social cohesion, low attendance, and limited academic community. It was emphasised that these challenges are both structural and study environment-related.

Proposals included strengthening cohort identity, introducing thematic academic clusters linked to the philosophy of science course, and supporting group formation within subject modules. Strengthening the connection between subject modules and Master's programmes, as well as improved alignment between academic and social activities and increased attendance, were highlighted as key factors.

Punkt 7: Lukket

Punkt 8: Orientation from the Head of Studies

Head of Studies Helene Dyrhaug gives an oral update.

Beslutning

Helene informed the Study Board that the allocation process is currently underway and is expected to be finalised before the summer break.

It was further noted that the Study Board's employability initiatives are currently being implemented.

The Study Board was informed that, as of 1 June, Katrine is no longer employed at ISE but has taken up a position in the central educational administration.

The Head of Studies also briefly mentioned the study start test and the principles for educational planning.

Punkt 9: Follow-up on activity descriptions

Helene has reviewed all course descriptions on study.ruc.dk for Autumn 2026 (E26). Helle Rønne Warburg has incorporated Helene's comments.

Additionally, an appendix outlines the process for revising the descriptions for Autumn 2026 (E26) and Spring 2027 (F27).

Beslutning

The Study Board had no comments.

Bilag

Memo-activity.descriptions-E26-F27.docx

Punkt 10: Principles for Educational Planning

ULF has approved a principles document outlining the current practices for planning teaching, project work and exams at RUC (see appendix).

Beslutning

A VIP emphasised the importance of ensuring that students' workload is distributed in a way that allows them to work as close to the exam period as possible. It was noted that when Sambach projects are submitted before Christmas, the semester becomes compressed, resulting in a high workload for students in the period leading up to Christmas. It is therefore important that those responsible for educational planning are reminded to allocate sufficient time for course activities.

Bilag

RUC UPL Principdokument_april 2026_godkendt af ULF.pdf

Punkt 11: Any other business

Beslutning

A student informed the Study Board that the academic committee at SAB D is functioning well, and that several students have volunteered as intro tutors. It was noted that the tutor group will include representatives from the Study Board as well as Study Environment Tutors (SMTs).

A VIP raised the question of whether administratively assigned groups could build on the “buddy groups” established during the introduction period. At the same time, it was emphasised that there is value in students forming new groups and gaining experience with collaborating with different peers.

