

REFERAT Studienævnet for Naturvidenskabelige uddannelser d. 27-05-2026

Mødedato Onsdag d. 27. maj 2026 kl. 09:00

Mødested 27.1-032 - Biblioteket

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Punkt 1: Members of the Study Board

Members: Lotte Jelsbak (Medicinalbiology, Molecular Biology and Molecular Health Science - chair of the board), Nicholas Bailey (Fysik/Physics and Physics and Scientific Modelling), Frederik Diness (Kemi/Chemistry and Chemical Biology), Per Meyer Jepsen (Environmental Biology, Bioprocess Science and Environmental Science), Jesper Schmidt Hansen (Mathematics and Mathematical Bioscience), Andreas Olesen (Molecular Health Science - vicechair of the board), Marcell Balogh (Physics and Scientific Modelling), Alicie Berg Nielsen (Chemical Biology), Sif Egelund Christensen (Mathematical Bioscience), Vlad Marcu (Environmental Science)

Beslutning

Cancellations: Sif Egelund Christensen (Mathematical Bioscience), Vlad Marcu (Environmental Science), Marcell Balogh (Physics and Scientific Modelling)

Punkt 2: Approval of agenda - 2 minutes

Beslutning

Agenda approved.

Punkt 3: Approval of open minutes from 01.05.26 - 5 minutes

Beslutning

Minutes approved.

Follow up item 9.3 Orientations from the students re. confusion about the thesis deadline that was originally set for the 2nd June but just recently corrected to 1st June

Nick asks about the wrong deadline and again the HoS are asked to talk to their supervisors.

Bilag

UDKAST_referat 010526_åbent møde.pdf

Punkt 4: Lukket

Punkt 5: Lukket

Punkt 6: Lukket

Punkt 7: Lukket

Punkt 8: Announcements from chairperson - 5 minutes

- News on master reform

Beslutning

Rul 1, fase 2: MHS and AMASE

The working groups are starting up fase 2, but are awaiting some guidelines from the secretariate to get properly startet.

AMASE are starting up dialouges wtih other subejct areas to investigate how they can be part of the programme.

Rul 2, fase 1: Envsc

The deadline is in October. Focus on relevant labor market and competences.

The progreamme must be based on the existing program with the persmission to change approximately 25%.

NB

There is a need to at some point to make a cross-program review of all 3 programmes in order to establish how the students can engage in courses from other programmes then their own.

When should the working group discuss this?

Punkt 9: Orientations from students - 5 minutes

Beslutning

The students inform that there are no news about the inquiry of the Studenterådet re. the new rules of the thesis startup.

Punkt 10: Orientation about roles and responsibility re. course and project evaluations - 10 minutes

The study board is presented with a memo that outlines the current framework for the handling of evaluations. This includes a clarification of the distribution of roles and responsibilities between course coordinators, teaching staff, the Study Board, and the management, as well as an explanation of how evaluations are received, discussed, and followed up.

The intention is to clarify to all parties how course and project evaluations are handled.

Discussion

Would it make sense to send the memo to the course coordinators together with the survey and the feedback form that they prepare for the study board?

Beslutning

The study board acknowledges the described processes and roles.

Decisions:

- the study board supports the suggested change in one evaluation question.
- the study board finds that the memo should go on study board intra page
- the study board finds that there could be a link to the memo in the mail that goes out to the course coordinators with the survey

There was a question to what possibilities that students have when their course is not evaluated and have comments; the student can contact the HoS or the study board via the representative or via the indspilsordning.

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Sagsfremstilling til SN - Processing of evaluation reports - v25_SB_MKK.pdf

Punkt 11: Evaluation of the dissolution of Fagudvalg - 10 min.

Up until the 31/3-2025 the academic committees (fagudvalg) were part of the course- and project evaluation cycle. The academic committees consists of the VIP- and the student representative for each master programme.

The role of the academic committee was to pre-process the surveys together with the feedback form from the course coordinator, and to comment on both before the study board processed the material.

Discussion

The study board has now processed the evaluations without the academic committees for two evaluation cycles. Does the board find that the current method to be sufficient? What are the pros and cons of the two models?

Please note that there is a current re-organisation of the handling of all course- and project evaluations at RUC taking place which can effect the study boards wishes.

Beslutning

The study board finds that the current process without the involvement of Fagudvalg is ok and decides to continue. The board assesses that the result is the same, because the dialogue with the course coordinator can be taken after the study boards processing of the evaluations instead of prior.

Punkt 12: Consultation hearing of the Educational Common Rules at RUC - 5 minutes

What

Please find a draft of the revised RUC's common education regulations (RUC's fælles uddannelsesregler for Bachelor- og kandidatuddannelser) for the study boards consultation.

The regulation has been send out for commenting last month to RUC's study boards. The draft encompasses as many of RUC's study boards suggestions as possible. The Legal Team has determined that some of the more significant initiatives should be addressed in connection with the bachelor's degree reform and the master's reform. The Legal Team will be looking at those changes in 2027.

Appendices:

- overview of the most important changes
- draft of RUC's common education regulations

NB! Only available in Danish.

Beslutning

The study board has no further comments.

Re. the issue on thesis startup: this should be addressed in the MA reform, and also for startup E27. The study board finds, that there is a need for a rolling start; that is, once the student has fulfilled the 60 ECTS requirement they can start their thesis.

Bilag

Skematisk oversigt revision af Fælles uddannelsesregler 2026.docx

Udkast til fælles uddannelsesregler - 2026_endeligt udkast.docx

Punkt 13: Discussion of the transition from BA til masterprogrammes - 25 minutes

Along with the Admissions Analysis 2025, data has been released that can provide insight into the following questions:

- How many students, and with which combinations of subject modules, are applying to our master's programs?
- How are NIB and NAB graduates distributed across RUC programs, other programs, and those who have not yet started?

The study board is invited to look into the data and discuss what can be learned about the transition from our bachelor programmes to the master programmes, and what questions could be interesting to ask and investigate that the data does not provide an answer to?

Appendices:

- Overview: 1) central points from analysis of transition from BA til KA at RUC 2) NAB and NIB transitions
- data on passed subject modules for NAB og NIB 2021-2025
- data on uptake on master programmes from NAB and NIB with subject module combination
- Notat om overgang fra bachelor- til kandidatuddannelse 2025_02

NB: The data and analyses are for internal use only.

Beslutning

Comparing NAB and NIB transition rate to INM master programmes it is clear that more NAB-students stay at RUC than NIB-students. NIB-students transitions to other Danish universities and abroad is higher than NAB-students (the category 'have not yet chosen to study' also covers everything that is not Danish).

There is an understanding that international students tend to want to get their master degree from a different university. Any actual inquiries that back that up?

For instance is the transition NIB higher than the international social bachelor degree (SIB). So what makes less NIB-students than SIB-students stay?

Has the 2022-reform changed anything? (this is not possible to see from the numbers that work with a periode of several years from 2016/2019-2024).

From the above discussion the study board identifies the need to look into if it is possible to adjust the subject modules before a full scale BA-reform, to at least make sure that there is the best coherence possible btw. the subject modules and the 2028-master programmes. The subject modules in mathematics and bioprocess science are mentioned as especially important.

The theme should be discussed in the Uddannelsesudvalg as soon as possible.

Comments to the data:

The study board found the data very interesting and welcomes a yearly update.

The study board though would find it very helpfull if there could be data on what subject module combinations pass and when. Susanne conveys to P&A.

Bilag

Overgang BA til KA_til SN.pptx

KA optag pbga fagmoduler.pdf

Beståede fagmoduler NAB og NIB.pdf

Notat_om_overgang_fra_bachelor-_til_kandidatuddannelse_2025_02.pdf

Punkt 14: Overview of and status on study board themes and cases - if time in the agenda!

Task- if time in the agenda!

The board is continuing the work of reviewing the list of themes and cases in order to decide:

1. if ideas mentioned by the board before 2025 are to be considered current initiatives or as no longer relevant.
2. if ideas on course evaluations are still relevant

Beslutning

The board reviewed some more of the list. It will be updated for next meeting.

Bilag

Overview of initiatives_discussions.docx

Punkt 15: Any other business - 5 minutes

Beslutning

Jesper comments that there could be a need to look into adjusting the subejct modules while waiting for the BA-reform.

It will be addressed at the next Uddannelsesudvalgsmøde.

