REFERAT Studienævnet for Den Naturvidenskabelige Bachelor Uddannelse d. 18-03-2026

Mødedato Onsdag d. 18. marts 2026 kl. 13:00

Mødested 28A.1-11 - Mødelokale A1

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Punkt 1: Approval of agenda

Beslutning

The agenda was approved.

Punkt 2: Approval of minutes

Beslutning

The minutes was approved.

Bilag

Bilag 03-26-02 - Draft for minutes of meeting 2 - open meeting.pdf

Punkt 3: Lukket

Punkt 4: Lukket

Punkt 5: Lukket

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

- Open House - evaluation
- Admission numbers - NAB & NIB
- Satisfaction and Choices Among International Study Starters and Decliners - Survey Report 2025

Beslutning

Open House
Martin briefed the Study Board on the Open House event. Attendance was lower than in previous years; however, the event was assessed as successful. The participants who attended reported a positive experience, and the evaluation results support this overall impression.

Admissions Numbers for 2025
The Study Board was informed about the admissions figures for 2025. Compared to other programmes, the Natural Science Bachelor programme (NatBach) recorded a relatively good intake.

Satisfaction Among International Students
The Study Board discussed feedback regarding international student satisfaction. There appears to be a general lack of awareness among students of the different digital platforms used by the university, which may indicate a communication challenge.

Bilag

Bilag 03-26-06a - Åben Hus evaluering 2026.pdf

Bilag 03-26-06e - RUC Satisfaction evaluation for international study starters and decliners 2025.pdf

Punkt 7: Orientations from the student representatives

Beslutning

A student representative informed the Study Board that they had consulted students regarding how they would perceive receiving a survey asking about reasons for non-attendance in classes.

The Study Board discussed the possibility of examining this issue further. It was noted, however, that previous experience indicates that students who do not attend classes often do not respond to such surveys.

Punkt 8: Other announcements or orientations

Beslutning

No other orientations.

Punkt 9: Discussion of the project regarding courses and passing rates

The board is to have an open discussion about the project on increasing passing rates for different courses.

Some teachers report experiencing significant pressure to raise pass rates, which they believe has had consequences for academic standards. At the same time, there are continued challenges with low attendance in courses with large student cohorts, especially in problemâ€‘solving sessions, which teachers identify as the primary cause of low pass rates.

The board can discuss direct and indirect consequences of the project viewed from different perspectives - the teachers, Head of Studies, students, and the Vice Dean.

The project has been paused due to the uncertainty of how the project can be supported in the future with the educational coordinators being centralised in the administration as a result of the administration reform. The board can discuss whether the process should continue into the next academic year and/or whether the board wishes to recommend alternative measures.

Beslutning

Martin introduced the agenda item and outlined the background of the project, including how the initiative arose, the reasons for its initiation, and how the project has been conducted to date.

The project was initiated due to persistently high failure rates in certain courses and their apparent connection to dropout rates among bachelor students. In response to this challenge, the Study Board decided to launch the project to better understand and address these issues.

It was noted that several teachers have contacted the VIP representative in the Study Board. Some teachers, who wished to remain anonymous, reported experiencing pressure to lower academic standards in order for students to pass. In cases where large numbers of students fail a course, teachers feel pressured to adjust grading practices. This was identified as an unintended side effect of the project.

Martin explained that the project has primarily focused on pedagogical approaches, including small and practical adjustments, initiatives aimed at improving student attendance, and changes to teaching practices.

It was emphasized that there is no single solution applicable across all courses. Large classes often struggle with attendance, whereas smaller classes face different challenges. Students may fail to attend for a variety of reasons, depending on course structure and context.

Several teachers have suggested that the project should focus more strongly on increasing attendance rather than on failure rates alone.

It was further noted that courses in general molecular biology and biochemistry are known to cause significant difficulties for students who later continue into master’s programmes, in some cases leading to dismissal from the programme. These courses were described as having a substantial impact on students’ academic progression.

The Study Board discussed whether it is possible to obtain data showing whether the same students repeatedly fail across courses, or whether failures are primarily course-specific.

Regarding organic chemistry, it was noted that significant changes will be made to the examination format, including revisions to how questions are formulated.

The possibility of making attendance mandatory was discussed. It was mentioned that mandatory hand-ins during the course have, in some cases, been helpful; however, this approach is more difficult to implement in large classes.

In relation to the BA reform, it was suggested that mandatory attendance during the first semester should be considered.

The Study Board discussed the possibility of holding a strategy seminar on attendance in the autumn of 2026, potentially reframing the project to focus more broadly on attendance and dropout rates.

Finally, the issue of AI use was briefly raised. It was noted that cases of AI use are generally not being reported by teachers.

Punkt 10: Data on grade differentiation in group exams

Data on grade differentiation in group examinations conducted in the semesters E23, F24, E24, and F25.

The attached document contains three sheets:

- Sheet 1: Explanation
- Sheet 2: Pivot table summarising the data
- Sheet 3: Raw data underlying the pivot table

Universities are required to assess students individually in group examinations, and these data are intended to support the Study Board's work on monitoring and discussing this requirement within the relevant programmes.

Beslutning

It was noted that there is currently no clearly defined baseline for what constitutes an appropriate level of differentiation in assessment.

Martin Niss will clarify the applicable rules for class coordinators, who are responsible for communicating these guidelines to the supervisors. It was emphasized that grades must be based on the project report in combination with students' oral performance.

Student feedback indicated that the oral group examinations are perceived as being too short.

The Study Board acknowledged that differentiation in assessment takes place and found the current level of differentiation to be appropriate.

Punkt 11: Discussion of grade statistics

The board is invited to have an open discussion about the grade statistics and the difference between courses and projects.

Beslutning

Martin Niss will discuss the differentiation with the class coordinators, as they are responsible for raising it with the supervisors.

Punkt 12: Draft for the programme of the strategy seminar

The board is to discuss the draft for the programme for the strategy seminar.

Beslutning

The Study Board discussed the draft programme for the upcoming strategy seminar.

It was agreed that the seminar should be advertised at a staff meeting and communicated to students via class representatives.

The target group includes both subject module project students and basic project students. In this context, it was discussed whether students in subject module projects should be given the option to choose between Danish and English.

It was proposed to involve tutoring staff, as they work closely with the student groups and may contribute valuable perspectives.

The seminar is planned to take place on 6 May, in Building 27.

The study environment tutors will give a student presentation. Martin and the class coordinators will also participate in the programme.

Round 1 of the seminar will consist of presentations only. For Rounds 2 and 3, participants will be organised into mixed groups.

Bilag

Bilag 03-26-12 - Draft for the programme.docx

Punkt 13: A.O.B.

Beslutning

Nothing to add.