

**Minutes of meeting (2025-9) in the Study Board of  
Build, Energy, Electronics and Mechanics in Esbjerg  
05.11.2025**

*Present:*

Matthias Mandø (MMA) (Chair), Jeppe Akash Bundsgaard Sørensen, Mads Pagh Nielsen (MPN), Anette Larsen (ALL) (secretary)

*Absent:* Visnu Ritesh Vijayakumaar Palanisamy, Daniel Ortiz Arroya (DOA), Jesper Liniger (JEL), Ulisse Valeriani, Christian Winther Dissing

*Copy:*

Sara Lindberg Hildebrandt, Charlotte Slot Lolk, Anne Linde Poulsen, Pia Vestergaard Jensen, Christian Winther Dissing, Mads Pagh Nielsen, Tamas Kerekes, Gitte Hageman Christensen, Head of Department, Rikke Steensbæk.

*Minute taker:* ALL

## Agenda

1. Approval of agenda
2. Semester evaluations, spring 2025
3. Evaluation of study start 2025 (if there is sufficient time)
4. Minutes of semester group meetings
5. Follow-up from meeting 10.09.2025: Students who skip exam to attend re-exam (better grade after extended period of study for the exam)
6. Non-attendance of lectures at Esbjerg campus
7. AOB

## Minutes

### 1. Approval of agenda

Agenda approved.

Please note that we are not authorized to make decisions, as only Matthias and Jeppe are present. This is not a problem, as the meeting is chiefly about semester evaluations and possible action points.

### 2. Semester evaluations, spring 2025

Please see below.

### 3. Evaluation of study start 2025 (if there is sufficient time)

We have this evaluation as well as the evaluation made by Sara and Heidi, who are in charge of the study start. We will put this in the beem-bilag folder.

MPN gives permission that MMA can send the AAU evaluation to Sara and Heidi.

There are only 21 responses to Sara and Heidi's survey.

The overall evaluation of the study start is positive, and better than last year.

We note that the study programme web pages and ug.dk are important.

## 4. Minutes of semester group meetings

### BA3

Fundamental Statics and Strength of Materials. There have been joint lectures with Mechanics. Discussed in item 2 on the agenda.

### MA3

Noting to remark.

### EN3

Noting to remark.

### AIE3

A request for longer opening hours in the labs. Safety committee member and laboratory technician are going through all labs to find out which ones can be open after hours. This is a question of safety.

### MT5

Comments about streaming from Aalborg. Lecturer has replied. No further action.

### DS5

Same as above.

We expect teachers to read the minutes of the semester group meetings.

Comments about Mechanics – discussed above.

No further action.

### RISK1

Applied Statistics and Probability Theory.

Some students require extra mathematics, which teacher provides. Please also see teacher's email reply to the minutes.

No action.

### RISK 3

SDU, AAU learning cultures. We will consider this when we restructure the study programme.

Risk Communication. No action.

*Follow-up: Anne informs us that the minutes are also sent to teachers at SDU.*

### OES1

Fluid and Water Wave Dynamics. MMA will talk to teacher.

Online teaching. As always, we expect teachers to read these minutes.

No further action.

System identification. Comments about online lectures. We know this is not ideal, no action.

### FPS1

Previous semesters. Exam questions. Students must bear in mind that all questions must be answered.

Fluid Mechanics and Compressible Flow. Answers and results. Teacher refers to slides' examples.

"It should also be noted that the teacher moves around to communicate with groups and to assist and answer questions during the exercise sessions.

Proposal about a different book. Teacher will look into this.

Computational Fluid Dynamics (CFD) and Multiphase Flow

About Multiphase flow, MMA has talked to teacher. We expect teachers to read minutes.

No action.

Group rooms. Should there be rooms available for free use? The information from these minutes has been forwarded to Anders. There is an ongoing dialogue about how this will work in practice. We will monitor how often the rooms are actually booked; if usage turns out to be low, it may be possible to have more rooms available for spontaneous use.

## 5. Follow up after last meeting 10.09.2025 (action points)

No action points.

## 5. Follow-up from meeting 10.09.2025: Students who skip exam to attend re-exam (better grade after extended period of study for the exam)

Many students do not show up for the scheduled exam, which is frustrating for examiners and study secretaries who plan the exams. One reason may be that they skip the regular exam to take the re-exam later, giving themselves more time to prepare.

We discussed this at the study board meeting in October, and MMA has spoken with Anne (study secretary) about when to send an email. If we send it too early, it has no effect; if students only decide at the last minute, it is difficult to manage. If we send the email and students actually respond, "I will not attend," what happens if some do not see it?

We would like to ensure that we receive notice from students who will not attend. We could then create a list—not to change the official registration—but to know who we expect not to show up. Anne has made two proposals.

Proposal 1: It does *not* say – there is an option to apply for not using an exam attempt. We deliberately do not write this now. (this is where proposals 1 and 2 differ).

The tone is positive, and there is no deadline for responding.

The study board agrees on proposal 1. Feedback to Anne: proceed with Proposal 1. However, please note that we are not able to make a final decision today due as only two members of the board are present. A formal approval will be given at the next meeting.

## 6. Non-attendance of lectures at Esbjerg campus

Lecturer from Aalborg delivered lectures in Esbjerg, but no students attended. They also skipped the semester group meeting.

This is puzzling, especially since physical lectures from Aalborg lecturers are usually highly appreciated in Esbjerg.

However, for APEL 3, this approach has clearly failed.

Can we do anything? MMA has tried to speak with the students but has not succeeded.

**Conclusion:** The issue has been formally addressed, and no further action will be taken.

## 16. AOB

Nothing to discuss.

## 17. Credit transfer and exemptions (confidential)

MMA goes through the list, no comments.

As there are only two members of the board present, we cannot make any decisions.

There is one application for exemption which the board needs to discuss and decide upon. However, MMA will determine whether we should conduct a written hearing or postpone the decision until the next meeting.

*Follow-up: a written hearing has been conducted.*

## Action points for study board meeting 19.11.2025

### AIE3

A request for longer opening hours in the labs. Safety committee member and laboratory technician are going through all labs to find out which ones can be open after hours. This is a question of safety.

### OES1

Fluid and Water Wave Dynamics. MMA will talk to teacher.

Online teaching. As always, we expect teachers to read these minutes.

No further action.

### Students who skip exam

The study board agrees on proposal 1. Feedback to Anne: proceed with Proposal 1. However, please note that we are not able to make a final decision today due as only two members of the board are present. A formal approval will be given at the next meeting.

## Action points related to evaluation, for study board meeting 19.11.2025

### Response rate

1. MMA will pay extra attention to reminding people about the evaluation form.
2. MMA will speak with ASKR – 15 minutes should be allocated at the semester start Update: has been taken care of.
3. We will use the next “Friday meeting” for experience sharing: what do they do in Aalborg?
4. We can send out a quarterly newsletter, highlighting what has actually been addressed.

### Projects

**FPS2.** In principle, the students are taught the methodology, and not a particular programme. We will look at the course and try to resolve this issue.

### Courses

#### Mechanics

Follow-up by both MPN and MMA.

#### Fuel Conversion and Production

The topic covers many areas and is therefore quite broad. We will look into whether the exam format should be adjusted.

#### Courses in general

CWD will investigate the academic workload, to find out which modules are work intensive and which are not.

### Study programme, Mechanical engineering

MMA will follow up regarding project scope.

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### Enclosure regarding the semester evaluation spring 2025

05.11.2025

SN-BEEM

The response rate ended on 35 for the BEEM study board and 49 in total for both department's study boards so unfortunately the data is very limited for evaluating the semester. The response rate has regressed from 47 in the previous spring evaluation 2024 and were especially low on AIE, civil engineering, mechanical engineering and AIAS. However, the rates were very high on EN2 and EN4 especially with response rates of 100 and 67 respectively. Since no one responded from AIE6 there is no data for evaluating this bachelor programme. The response rates are better for OES4, and RISK4 so fortunately there is some data to evaluate these study programmes.

#### Comments:

- There is a low response rate in Esbjerg, which makes the evaluation challenging.
- We can still use the comments - to a greater extent than the quantitative data.

#### Action points:

5. MMA will pay extra attention to reminding people about the evaluation form.
6. MMA will speak with ASKR – 15 minutes should be allocated at the semester start (is that correct?).
7. We will use the next "Friday meeting" for experience sharing: what do they do in Aalborg?
8. We can send out a quarterly newsletter, highlighting what has actually been addressed.

To ease the study board's processing of the results from the evaluation, CWD has gone over the results and identified which critical points the study board needs to process. The study board processes the points where the students give critical as well as positive feedback. The positive feedback will be highlighted in the end where the study board will discuss the courses with highest ratings from the students.

These minutes are structured in correspondence with the sequence of the questions in the questionnaire to the students. The table under Courses indicate what and where the students give feedback to and how the feedback is reflected in both quantitative and the qualitative data as well as who the relevant teachers/coordinators are. In the column, 'Agreed upon follow-up', it is noted how the study board has decided to follow up on each point.

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## 1. The semester's coherence and planning

Overall, the students rate the coherence and planning of the semester very well with a few exceptions. Among these are FPS2 where none of the 3 respondents rate semester's planning and coherence better than average and AIE4 where 3 out of 6 rate it 'poor' or 'very poor'. The critical comments were revolving around the following issues.

- AIE4: 50 % of the respondents rated the semester's coherence and planning as 'poor' or 'very poor'.
  - The curriculum and content for the course Modelling and Simulation was changed in the middle of the semester.
  - Another student comments that 80 % of the course's content is a repeat of the course Control Theory.
  - Dissatisfaction with the course in mechanics.
- Civil Engineering 6<sup>th</sup> semester: The two courses are very short and superficial which could easily be expanded.
- FPS2: The scope of the semester is too broad, and the courses were too split up in smaller sections.
- RISK2: The coordination between AAU and SDU was not optimal. Another student asks for the course in Health and Safety to end at the same time as the other courses.

### Comments:

- AIE, Modelling and simulation. A mix of errors which teacher made a huge effort to adjust.
- The statement that 80 percent of the course content was repeated is simply not true
- Mechanics – we will discuss this under the course section.
- FPS2, it is on purpose that Fuel processing is a broad module. There will be an adjustment to the module, since there is a new lecturer.
- RISK2. The comments indicate that the students are happy with the study programme in general, however coordination between AAU and SDU is not optimal. We will be making small changes to the curriculum in 2026 and in 2028, this programme will be reduced to a one year master: This will be an opportunity to make larger changes.

## 2. Project

Overall, the students rate their projects highly. However, there were some challenges and areas with room for improvement as seen in the students' comments:

- AIE2: A group experienced collaboration issues between two departments during their LeadENG-project.
- Civil Engineering 4<sup>th</sup> semester: The company visits were not relevant for the study programme.
- EN4: Many students chose the project regarding gantry cranes but there was only one available crane in the lab so it would have been a big help with an additional crane.

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- FPS2: The students ask for a better introduction to the software that is used in the project. The courses also lacked coherence with the project
- RISK4: A student asks for a better introduction to PBL and project work in the study programme since the students come with many different backgrounds

### Comments:

- AIE2. No action. However, MMA will talk to the LeadENG coordinator bearing in mind that this is very difficult to coordinate. There are a number of coordination meetings during the semester.
- EN4. In general, supervisors monitor whether more groups choose the same project. We note that they did not say it was impossible to work with.
- FPS2. In principle, the students are taught the methodology, and not a particular programme. We will look at the course and try to resolve this issue.
- RISK4. No action. We have strengthened the study start – so the current first-semester students have completed a more extensive programme.

### 3. Courses

Course, programme, semester, and teachers	Quantitative data	Qualitative data	Agreed upon follow-up
Mekanik		The students are very critical of this course. The AIE students think the course is misplaced on their study programme.	Anything that could go wrong, did go wrong. This course is not in the AIE study programme anymore. We must find out if there are any students missing this course.  The issue relates to the format and delivery, as the lecturer is a highly skilled lecturer.
Advanced Power Electronics and Applications		The students perceive the course content as too big and fragmented with too many different teachers. The online streamed teaching was also difficult for the students to follow. Same critique as last year.	It has subsequently been discussed that it is the responsibility of the course coordinator to streamline the lectures, to avoid overlapping.  Three are not too many lecturers. However, we do note that too much streaming and too little coordination can have a negative impact.  No further action.
Fuel Conversion and Production		Same critique as above. The students think the course encompasses	No issues mentioned in the qualitative evaluation.

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		too many different topics which makes it difficult to gain in-depth knowledge of these.	The topic covers many areas and is therefore quite broad. We will look into whether the exam format should be adjusted.
Modelling and Simulation of Biological Processes		The students think the part taught by one lecturer was too rooted in biology rather than energy.	<p>The change occurred when the specialisation shifted from PECT to FPS.</p> <p>We could consider creating a course specifically tailored to the FPS specialisation; however, this would have budget implications.</p> <p>Currently, we have five students in the first semester and three in the third semester.</p> <p>We will establish the flexible master's programme, but we might also consider reformulating the course. For now, we await the upcoming seminar on the flexible master.</p>

### General comment:

- CWD will investigate the academic workload, to find out which modules are work intensive and which are not.

### 4. Harassment and abusive behaviour

One second semester student have experienced cases of abusive language, being ignored, discrimination based on religion, and discrimination based on physical impairment or mental illness from a lecturer. They say that they have contacted somebody regarding these experiences, but they have not felt that their enquiry has been heard.

### Comments:

- This is not a widespread issue, but it can be challenging to address when the survey is anonymous. We will continue to include a slide on this topic for coordinators. In addition, information is being shared by the study secretaries, and there is an ongoing campaign (the pink stickers) to raise awareness.
- No action.

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### 5. Study programme evaluation

As described earlier, there is unfortunately no data to evaluate the bachelor programme in Energy and only limited data for APEL. On the other hand, we have data to evaluate the two new specialisations on AIE for the first time as well as the master's programme in Sustainable Energy Engineering. This data shows that the students evaluate their programmes very favourably across the seven different evaluation questions. The students had the following suggestions to improve the study programmes:

- Mechanical Engineering: The students disagree that the workload has been distributed evenly throughout their study programme but there are no comments to explain why.
- RISK: Overlap between the courses Systems Engineering and Risk Management. Another student suggests that the groups are intentionally mixed between different backgrounds.

#### Comments:

- Mechanical Engineering: MMA recommends a 15 ECTS project combined with three courses of 5 ECTS each. MMA will follow up with lecturer regarding the project scope.  
Update: has been taken care of.
- **RISK:** No immediate action will be taken. However, MMA will speak with the lecturer regarding the group composition. Please also keep in mind that the study programme will be revised in 2028. Some of the issues raised will be resolved, and we expect to have a more holistic study programme.  
Update: has been taken care of.