



## Minutes of the employer panel meeting Mediatechnology on June 9, 2026

**Participants:** Lone Malmborg, Markus Löchtefeld, Claus Brøndgaard Madsen, Kasper Rodil, Henrik Knoche, Luis Emilio Bruni, Henrik Schønau Fog, Daniel Overholt, Amalia de Götzen, Andreas Møgelmoose, Darius Adam Rohani, Henrik Secher Jarlskov, Kasper Løvborg Jensen, Michael Harboe, Storm Bjørn Flindt Temte, Runa Sabroe, Begüm Becermen, Anne Christoffersen, Trine Dalsgard, Anne-Marie Rasmussen, Flemming Løvenhardt Petersen, Inaam Ramløse, Judi Stærk Poulsen.

**Unable to attend** Luca Simeone, Christoffer Lund Rasmussen, Andreas Berre Eriksen, Lara Casciola, Jesper Udesen, Simon Hansen.

### **Item 1. Welcome and introductions**

*By Head of Study Board Claus B. Madsen*

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Claus B. Madsen (CBM) welcomed the employer panel, after which all external participants introduced themselves.

### **Item 2. Approval of the agenda**

*By Head of Study Board Claus B. Madsen*

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CBM noted that the agenda was approved without comments

### **Item 3. Status of the Study Programs**

*By Head of Studies Markus Löchtefeld*

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Markus Löchtefeld (ML) introduced the Danish Master's Reform ("Kandidatreformen"), explaining that it is a political agreement from 2023 involving multiple parties. The reform includes the introduction of 75 ECTS master's programs and an increased focus on part-time industry master's programs (EKA).

ML explained that the national targets require universities by 2030 to admit 20% of students into EKA programs and 10% into 75 ECTS programs.

ML outlined the new EKA structure as a 1+2 model: one year of full-time study (60 ECTS with SU), followed by two years of part-time study combined with work. ML noted that the previous 4-year model had a high dropout rate, which led to the redesign of the program setup.

ML added that Medialogy aims to enroll 8 students in EKA program by 2028 and 10 students by 2030, and AAU requires the associated work to be study-relevant (approximately 25 hours per week). Students can transfer to a full-time program if they lose their job.

*Comments from the panel:*

Henrik Secher Jarlskov (HSJ) commented that the timing of the reform is problematic, noting that junior professionals are currently being pushed out of the labour market due to AI. HSJ emphasized that future skills demand goes beyond simply being able to use AI tools.

ML agreed with the concern but pointed out that the reform is not a university decision.

Michael Harboe (MH) questioned why the program is not structured as part-time throughout, arguing that companies could otherwise retain employees while developing their competences. MH expressed concern that students would temporarily leave the labour market, which might be problematic in the new model (1+2 yrs).

ML responded that the high dropout rate in the previous model with the program running over 4 years part-time was the reason for introducing the new structure.

Kasper Løvbjerg Jensen (KLJ) asked whether innovation and entrepreneurship had been considered, including the possibility of students building their own startups as part of the program.

ML responded that this question has been raised to the ministry, but no answer has been received yet. ML agreed that this should be an option, such as allowing internships within one's own startup.

#### **Item 4. Introduction to the new 75 ECTS program: Digital Service Innovation**

*By Head of Studies Markus Löchtefeld*

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ML presented a draft of the new 75 ECTS Master's program in Digital Service Innovation, explaining that the program is motivated by Denmark's digitalization agenda, which requires professionals capable of designing, implementing, and critically assessing digital services that are human-centred, sustainable, and effective.

ML outlined that graduates will be able to:

- Design and develop innovative digital service systems that combine interaction design, (business) innovation, and emerging technologies such as AI.
- Apply methods from AI, data science, and digital platforms as enablers within broader service solutions.
- Anticipate societal, ethical, and organizational implications to ensure public value creation.

ML noted that the competence profile is still under development.

ML explained that the program will be located in Copenhagen to ensure access to relevant collaboration partners, and that all projects are expected to involve private or public sector stakeholders. The program will include stronger technical admission requirements (e.g. software development), positioning it as slightly more technical than existing SSD program. It will build on the department's existing involvement in initiatives such as CAISA and other activities.

ML described the program structure of the new program. This includes 2 semesters: first semester (30 ECTS) involving three courses (Designing Digital Service Systems, Technologies for Digital Transformation and Innovation and Responsible Digital Services). First semester also includes a 15 ECTS semester project. Second semester (45 ECTS) includes three courses (Co-design for Digital Innovation, Digital Services Strategy and Innovation Management and System Thinking and Complexity in Digital Services). Second semester also involves a final thesis as well as a 15 ECTS semester project. Focus is on an agile setup, where technological focus can be switched, which can help us move to the market quicker.

*Comments from the panel:*

HSJ commented that the program is overall a good idea but recommended a stronger focus on system architecture, data understanding, and the complexity of working with data.

Storm Bjørn Flindt Tempte (SB) emphasized the importance of short iteration cycles and suggested that the program should focus explicitly on evaluating whether solutions actually work and create value.

KLJ highlighted that the labour market is fluid and roles are changing. KLJ stressed that graduates need clearly identifiable strengths—particularly technical competences—that make them attractive to employers.

SB suggested exploring whether students could maintain full-time employment while studying, allowing them to apply their learning directly in practice.

Begum Becermen (BB) emphasized the centrality of the PBL approach and the importance of identifying the right problems. BB also highlighted ethics and professional responsibility as key elements.

ML confirmed that maintaining the PBL foundation is a priority in the new program.

HSJ raised a critical point regarding the repeated use of “AI”, questioning what the term specifically refers to in the program, and recommended to pinpoint what the course is providing regarding AI. HSJ emphasized that the program should focus on future-oriented competences rather than current tools.

ML commented that the program focuses on using the technologies that other people provide, the graduates will have an understanding of how it works.

BB commented on UX and noted that the quality of AI solutions depends heavily on the data used, and that AI can in some cases produce better results than traditional research methods.

MH concluded by stating that he appreciates that the program explores not only what AI does, but also how and why it is applied.

## **Item 5. Program-specific discussions – Service System Design**

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*The employer panel was split up into subgroups. The following are the meeting minutes of Service System Design.*

**Participants:** Amalia de Götzen, Markus Löchtefeld, Begum Becerman, Runa Sabroe, Trine Dalsgard (minute taker)

**Unable to attend** Lara Casciola, Luca Simeone



### **Item 5a. Digital Services for Society – further introduction of the program**

*By program coordinator Amalia de Götzen*

Amalia de Götzen (ADG) briefly outlined the Digital Service Innovation program and its semester structure, emphasizing the program is still in draft version.

ADG explained that the program focuses on the digital dimension of services, with a strong emphasis on UX and a human-centred design perspective. The program aims to educate graduates who can design, implement, and critically assess digital services with a focus on human-centred, sustainable, and effective solutions. ADG described it as a reframing of the existing SSD program into a more explicitly digital context, noting that the aim is not to educate developers, but designers who can effectively work with digital and AI-based tools.

The program is organized into two semesters (30 + 45 ECTS). The competence profile is still under development.

ADG added that the planned start of the program is 2028, with a final version expected to be approved in February 2027. ADG emphasized that there will be continued dialogue with external stakeholders leading up to the final draft.

### **Item 5b. Discussion and input**

Runa Sabroe (RS) highlighted that a key challenge is the fast pace of technological development, making it difficult to predict the relevant competences for 2028. However, RS stressed that basic coding skills are important, as they provide graduates with concrete, “hard” competences that are valued by industry.

RS elaborated that graduates should be able to develop their own tools and understand the technical backend of the creative industry. RS noted that the ability to quickly create applications etc. is becoming essential for keeping up with industry pace. RS also pointed out that tools, including AI, are widely used for rapid visualization and early user engagement.

RS suggested that AI could be more explicitly reflected in the program, potentially even in the title or course descriptions, as it currently appears somewhat implicit.

Begum Becermen (BB) commented on the balance between traditional coding and current AI-supported development. BB acknowledged that coding remains relevant for understanding fundamentals but emphasized that AI increasingly handles much of this. BB stressed that the main challenge is the rapid pace of change and suggested that “designing with AI” should be more explicitly embedded in the program.

BB added that maintaining the term “digital” in the program title still makes sense and noted that AI should also be understood in broader forms, such as agentic AI.

ADG raised the question of target groups, asking whether a one-year master’s program would attract a different student profile compared to traditional two-year master programs, particularly in terms of the structure rather than content of the program. ADG also asked how the program could become more attractive to Danish students, as there is currently only approximately 20–25% of students that are Danish in the current SSD program.

RS commented that it is important to maintain a strong focus on human aspects of design, especially in relation to AI. RS emphasized the importance of understanding user contexts, including diverse user groups, for instance the older population and highlighted that the creative and human-centred dimension remains essential.

BB asked about the possibilities for graduates to pursue a PhD.

ADG replied that there may be a need for an additional year or bridging option but noted that PhD progression is not the primary focus of the program. Markus Löchtefeld (ML) added that there will be a specific pathway to



enable students to qualify for PhD studies by obtaining an additional 45 ECTS, although this option is specific to Denmark.

BB expressed concern that a shorter program (75 ECTS) might discourage more academically oriented students who are interested in research. At the same time, BB noted that in a Danish context—where many students have longer bachelor's degrees with a professional bachelor background (PBA), - this program format may be attractive. It might be preferable to get students who have a bit of work experience.

BB suggested that in the development of the program, it could be relevant to look into graduates from institutions such as DTU and ITU, in order to differentiate from these.

RS pointed out that language can be a barrier in the labour market and noted that Danish language skills can be decisive for employment, particularly in sectors such as the public sector.

ADG confirmed that this is also reflected in employability data, where language appears to be a limiting factor

RS suggested that it would have been helpful to receive preparatory material in advance of the employer panel meeting in order to allow time for reflection

#### **Item 5c. Summary and conclusion**

ADG concluded by thanking participants for their input and emphasized that the feedback will be taken into account in the continued development of the program.

ML added that further meetings will be held in the autumn to discuss later drafts of the new program in more detail, and the employer panel are welcome to give further input in the process.