Minutes of meeting (2026-11) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 18.11.2026

Present:
Matthias Mandø (MMA) (Chair), Daniel Ortiz Arroya (DOA), Jesper Liniger (JEL), Jacob Gharib (JAG), Anette Larsen (ALL) (secretary)

Absent: Mads Pagh Nielsen (MPN)

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, Anne Marie Hvilsom Christensen.

Minute taker: ALL

Agenda

1.	Approval of agenda
2.	Follow up after meetings 09.10.2026, 04.11.2026
3.	Approval of minutes of meetings 09.10.2026, 02.11.2026 and 04.11.2026
4.	General announcements
5.	Minutes of semester group meetings
6.	**New item on agenda** Competence development programme on AI
7.	Reduction of Bachelor of Engineering programmes with one month
8.	Study programme revisions: BE change of assessment: internal/external
9.	Study board recommendations for examination
10.	List of delayed students (offers of talk and special help initiatives)
11.	Study start evaluation
12.	Teacher of the year
13.	AOB
14.	Credit transfer and exemptions (confidential)

Minutes

1. Approval of agenda
Approved.

2. Follow up after meetings 09.10.2026, 04.11.2026
09.10.2026

6. Update of supervision contract document
Action point: ALL will implement Esbjerg's own version. Resolved. To be removed from agenda.

11. Approval of exam plans, 1st year + courses 1st-10th semester
Action point: ALL to mail semester coordinator Mads Valentin that the study board are aware that Calculus and Energy Systems exams are rather close to each other to encourage him to send out mail to the students that they should begin preparing for calculus before the energy systems exam.
Mail sent to students by MVB. To be removed from agenda.

12. Approval of group formation document

- ALL will implement; still outstanding. Remains on agenda.

04.11.2026
1. The semester's coherence and planning, 2. Project, 3. Courses
All outstanding issues have been dealt with; nothing remains on agenda.

3. Approval of minutes of meetings 09.10.2026, 02.11.2026 and 04.11.2026
All approved.

4. General announcements
ULM 09-11-2026

- Information regarding working groups for the new strategy – by September 2027, scenarios for future degree programmes and proposals for changes to the programme portfolio are to be presented.

Comments:

- Should we have more or fewer study programmes? A difficult question. There are different scenarios and different paths will be explored.

- Discussion: "Is AI integrated into the degree programmes?"
    - Some Study Boards do not allow students to have their laptops open during project examinations.
    - Calculation software is now being introduced with built-in AI.

Comments:

- Restricting computer access would mean that students would have to print their notes and other material beforehand, which MMA considers a less practical and less elegant solution.
- Rather than banning computers, possible safeguards could be considered, for example:
    - asking students to sign a declaration confirming that they have not used prohibited tools;
    - checking the room/screen where relevant;
    - intervening if an examiner or observer sees indications of cheating;
    - carrying out sample checks.
- JEL asked what would be lost if the students cannot use their computers during project exams.
- JEL and Jacob pointed out that allowing computers creates challenges in relation to monitoring what students access during an examination.
- Jacob highlighted a significant risk of cheating if students can access AI tools.
- The use of the software Observer was discussed. Checking students' computer activity afterwards in Observer could potentially require reviewing a substantial amount of material and would therefore be difficult to administer.
- A particular concern is that AI functionality is increasingly integrated directly into software used for teaching and examinations, for example MATLAB. This can be switched off. However, it may be difficult to verify during an examination that it has actually been disabled.
- MMA will raise the issue at the next section meeting and discuss the use of Observer with the study secretaries.

    - Build is developing an introductory course on the use of GenAI.

Comments:

- Target group is all new students, including Master's students. The course should last approximately one hour and could be based on Build's slide deck.

- JEL and Jacob support the idea; MMA will try to coordinate the course with Carsten and his library introduction
- MMA will raise the proposal at the teaching allocation meeting.

    - Observer is not optimal for detecting cheating – “speed control”.
    - Could there be a general course on the use of AI/ML within the relevant academic disciplines?

Comments:

- Maybe such a course or lecture would also be relevant and beneficial for Mechanical Engineering students. DOA considered that it might be useful but was uncertain about how AI/ML is currently used within Mechanical Engineering. He mentioned areas such as optimization as an example.
- MMA noted that the idea could be considered as part of the strategic planning of future education.
- JEL emphasized that the key is to ensure that the course is firmly rooted in the students’ academic discipline.
- Action point: MMA will bring the idea to the section meeting.

DSUR (meeting materials) 22-10-2026

- Framework for continuous development of university teaching competencies.
- Master’s degree reform.
- Initial idea phase regarding possible external hosting of Moodle.
- AAU takes over responsibility for SPS.

DSUR headlines are only for your information; MMA does not participate in these meetings, but gets meeting material, which is more than 100 pages.

5. Minutes of semester group meetings

AIE, EE, EN 1

Calculus: Unfortunately, this is not something we can change. However, students do have the option of attending either lecture. No action.
Moodle messages. MMA has followed up with Sara and Mads V. Bram. One example was identified where all students received a submission reminder, including those who had already submitted. This appears to have been an isolated case rather than a general issue. No action.
Overleaf. Some students expressed frustration with working in Overleaf. However, as this relates to the students’ own use of the platform, no further action is considered necessary.

BA1

Calculus. As per other comment from first semesters.
SPS. If you have been granted an exemption for exams, it will remain valid for the remainder of your studies. No action.

MT2

Calculus. Same as above.

AIE3

Jetson. DOA says the students are not supposed to use Jetson, as it is not relevant. No action.

EN3

Introduction to Electrical Engineering. The role of the mandatory lab reports in the assessment was discussed. At last exam, the reports accounted for 50% of the exam assessment. However, the curriculum defines the lab reports as a prerequisite for taking the exam rather than as part of the assessment itself.
The lab reports should support the students’ learning process, while the final exam will ultimately shine a light on what they have learned.
Alternative ways of ensuring the quality of the exercises and students’ engagement should therefore be considered.
MMA will talk to teacher.

BA3
Advanced Statics and Mechanics of Materials. Schedule. Frequent changes. This critique is well known. We are working to find a solution.

Introduction to Mechanics and Thermodynamics. Language at the exam. MMA does not understand; Jacob add that the exam set was difficult, but it was not the language. No action.

MT3
IT problems. Lack of support. More specific information is needed for the Study Board to follow up on the issue.

AIE5 – IEL, ITS
Nothing to remark.

EN5 - DS
Nothing to remark.

BA5
Applied Engineering Statistics. Some lectures are quite long. Teaching is popular, but long.
Same comment from OES1.
A four-hour lecture is not conducive to effective learning, says Jacob. We expect teacher to read minutes, and MMA will talk to him.

MT5
Previous semester. From students: Process Control and Safety exam was a good exam, but there might have been a miscommunication or misunderstanding, as we focused a lot on creating controllers (in line with the exam questions), whereas the exam itself did not focus that much on the controllers. The safety part was good.
Teacher has read this; there are extensive guidelines for the mini project.
No action.

AIAS, APEL1
One student present. Nothing to remark.

OES1
Fluid and Water Wave Dynamics. Teacher was at meeting. No action.

Probability Theory, Stochastic Processes and Applied Statistics. See above.

System Identification and Diagnosis. We expect teachers to read SGM minutes.

Facilities: Students asked whether more standalone monitors/screens could be made available in group rooms, as there is currently limited availability. Additional screens would be helpful for group work and collaboration. We have previously raised this issue and conveyed this to Head of Campus.

Exam schedule. Anne who makes the schedule was at the meeting.

FPS, PTX1
Fluid Mechanics. Comment from students: In the future the order of Q&A and exercises should be switched. Teacher will consider this.

CFD. Teacher does his best and has read the SGM minutes.

RISK1
Preparatory mathematics. There has been follow-up among the teachers. No action.

Systems Engineering. Teacher has listened to students. No action.

APEL3
No minutes.

FPS3 (no PTX3 yet)
All except one are on external stay.

OES3
For some reason these minutes were not addressed, we will review next time.

RISK3 (SDU semester)
Last two questions of the exam concerned issues that were not covered in the lectures. Anne says this was a new teacher. We have not heard any other complaints about this exam. MMA will try to contact new teacher.

New item on agenda
6. Competence development programme on AI
ENGINEERING will pilot AAU's new competence development programme on generative AI in teaching. IAS PBL is developing the programme, which at ENGINEERING is intended to include all teaching staff.

A proposal for the programme has been sent to MMA.

Are there any comments for MMA to convey?

It was agreed that MMA will inform the Head of Department that the Study Board supports the initiative.

7. Discussion: Reduction of Bachelor of Engineering programmes with one month
Please see below.

8. Study programme revisions: BE change of assessment: internal/external
Changes to internship and Bachelor's project examinations.

Following the political decision to shorten the Bachelor of Engineering programme, the programme must be adjusted so that it ends before Christmas rather than at the end of January. The internship and Bachelor's project periods will each be shortened by two weeks.

To accommodate the shorter timeframe, it is proposed that the internship examination and the Bachelor's project examination be held consecutively on the same day with the same external examiner.

As a consequence, the internship examination will change from internal to external assessment, while another project examination will change from external to internal assessment. The curriculum itself will not be changed.

The Study Board approved the proposal.

Action points:
- Find out if there are any guides, documents that must be changed (ALL)
- Make description so that it will be clear for all what change the study board has approved (MMA, ALL)
- Send information to ASKR
- Consult with study secretaries about implementation (MMA, ALL)

9. Study board recommendations for examination
Please see above, EN3.

10 List of delayed students (offers of talk and special help initiatives)

This is just to let you know that we are doing this.

During the autumn semester, identification of delayed students must be carried out for students in the 3-5 year of study (bachelor of science/engineering and master's programmes) who are delayed by more than 5 ECTS points.

MMA, ALL and the study secretaries have reviewed the students at risk of dropping out one at a time.

Yellow traffic lights lack 6-15 ECTS and are invited to an interview with the student counsellor.
Red traffic lights lack more than 15 ECTS and is invited to an interview with MMA.

If we have sent a letter about a failed exam or created an individual study plan, the students will not receive a letter.

Yellow Esbjerg. **Six** students have received a yellow letter with an offer to speak with the student counsellor.
Red Esbjerg. **Nine** students have received a red letter with an offer for a special interview with MMA.

We manage the rest with individual study plans. ALL files the case in Workzone.

11. Study start evaluation

1 In brief

- The results show a less positive development than we had hoped for.
- 3 out of 15 students were slightly less satisfied with the start of their studies.
- We expect the results to improve next year.
- Overall, however, the evaluation results look reasonable.

3.1 Overall student satisfaction with the study start

- 20% corresponds to three students. The limited data basis should therefore be considered when interpreting the result.

Enclosures

Appendix 2: Qualitative responses to open-ended questions for students under the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg.

Information

- Information is provided several months in advance. However, students admitted may only have information two weeks in advance, although they will have received information about the study start earlier.
- Students need to become familiar with Moodle.
- Students are divided according to their specialisation during breakfast.
- It was discussed whether students need to know with whom they will be placed before the study start. It is the Study Board's assessment that this is not necessary.

Activities

- Continue with Rocket Day!

Students' assessment of their choice of programme after the study start

- Not all students are equally positive about PBL, but it is important that students are aware that PBL is a key characteristic of AAU's educational model.
- It was discussed whether any specific action is needed in response to the comment.
- Sara noted that similar comments about PBL are received every year.

3.2 Students' social connection to their programme

- There are 14 responses in total, so the results are based on a limited data basis and should be interpreted with caution.
- The results for Mechanical Engineering give some cause for attention.
- The results for new Energy Engineering look positive.

3.3 Students' assessment of their choice of programme after the study start

- Some students appear to be uncertain about their choice of Mechanical Engineering.

3.4 Students' awareness of AAU prior to the study start

- Word of mouth appears to play a role in students' awareness of AAU.
- The data basis is still limited, and a single response can have a considerable impact on the percentages.
- The proportion indicating a visit from AAU to their upper secondary school increased from 0% to 11%. This must be relayed to the section.
- Jacob could visit a lecture to encourage students to complete the surveys.

Figure 7. Timely information, by programme (distribution, average and development)

- Two respondents from Mechanical Engineering indicated that they had not received the information in due time.

3.6 Students' experience of social activities

- One Mechanical Engineering student appears to be dissatisfied with the social activities.
- Jacob will ask a colleague whether there is a specific issue that may explain the result.

Figure 13. Insight into the academic content of the programme, by programme (distribution, average and development)

- Two students are moderately satisfied, and the result remains consistent throughout the period.

Figure 15. Overall satisfaction with the study start, by age group (distribution, average and development)

- One possible explanation could be that younger students are less accustomed to navigating information independently.

4.3 Analysis of students' choice of programme

- There are no statistically significant findings.
- Overall, there is little that stands out in the results.
- It is, however, interesting to look at the students' qualifying educational backgrounds, including HTX.

MMA will bring some of the slides to the section meeting.

12. Teacher of the year

Jacob informs the Study Board that several nominations have been received, but none from Master's students.

ALL will ask study secretaries to send reminders.

Follow-up: the mail has already been sent to all students, not just 84, and all have received a reminder now.

13. AOB

Nothing to remark.

14. Credit transfer and exemptions (confidential)

MMA goes through the list. There was one application for extra time which was granted. However, no extra time is granted for project exams.

Action points for next meeting 14.12.2026

12. Approval of group formation document (09.10.2026)

- ALL will implement, still outstanding. Remains on agenda.

4. General announcements

ULM 09-11-2026

Could there be a general course on the use of AI/ML within the relevant academic disciplines. MMA will bring the idea to the section meeting.

Build is developing an introductory course on the use of GenAI. MMA will try to coordinate the course with Carsten and his library introduction.

5. Minutes of semester group meetings

MMA will follow up with the relevant teachers.

8. Study programme revisions: BE change of assessment: internal/external

Action points:
Find out if there are any guides, documents that must be changed (ALL)
Make description so that it will be clear for all what change the study board has approved (MMA, ALL)
Send information to ASKR
Consult with study secretaries about implementation (MMA, ALL)

11. Study start evaluation

- MMA will bring some of the slides to the section meeting.

3.4 Students' awareness of AAU prior to the study start

- The proportion indicating a visit from AAU to their upper secondary school increased from 0% to 11%. This must be relayed to the section.