



AALBORG UNIVERSITET

## Minutes

Subject: Study board meeting – No. 2025.5  
Date: 7 May 2025  
Minute taker: Tatiana K. Madsen  
Participants: Tatiana K. Madsen, Troels Bundgaard Sørensen, Peter Koch, Peter Koch, Jens Myrup Pedersen, Henrik Schiøler, Hans Henrik Dalgaard (ROB), Magnus Møller Knudsen (CE-AVS), Anders Peter Bundgaard Kristensen (ES), Mathias Lykholt-Ustrup (ROB), Rikke Gade, Marie Hastrup Brisson (CCT), Stefan Alexandru Lazar (CYBER), Heidi Sørensen  
Observer: Ove Andersen, Mads G Christensen

Cancellations:

## Agenda

1. Approval of agenda
2. Approval of minutes April 2025
3. Content of ROB bachelor and master educations
4. Dispensations
5. Messages
6. A.O.B.

## Minutes

### Ad.1. Approval of agenda

The agenda was approved.

### Ad. 2. Approval of minutes April 2025

The minutes were approved.

### Ad. 3 Content of ROB bachelor and master educations

*The Head of Studies, OA, and ES Department Head, MGC, are participating in the meeting for this item.*

During last years there have been comments from ROB students about the content and extend of some elements of their educations. These comments have been received via semester group meetings or semester evaluations. In diverse evaluation forms there were also suggestions to tone down some topics and extend the others. However, it is difficult to judge whether these comments are coming from single students or they are representative for majority of the students. Student members of ESN have initiated a thorough collection of ROB students opinions. Hans Henrik Dalgaard has contacted all ROB students. During the meeting Hans has presented the results of the interviews. The interviews summary and the outline of the main findings can be found in the appendix.

The following has been discussed during the meeting:

**Health Technology related modules:** many students are not interested in these topics and they feel that they are forced to take them. On the bachelor there is an overlap between Rehabilitation robotics and Biological sensing. Additionally, a high number of teachers are involved in these modules, which makes it less structured and difficult to follow for students. On ROB5 students are forced to make Health Technology related projects. This can cause some challenges during group formation and project distribution process. One should note that on other ESN educations, students would be getting their 1st or 2<sup>nd</sup> priority project choice. One should also note that after ROB5 semester a minor number of students are happy that they have tried this application area and would like to work with it in the future. Many students make good projects, however they do not want to work with this area in the future. In this light, it can be unfortunate that on ROB8 master semester, students are again forced to make Health Technology projects and it could be a reason for some students to choose another master education than ROB. There are comments on Human Bionics course from master program that it has significant overlap with bachelor courses and academic level of the course is not high.

**Low transition numbers from ROB bachelor to ROB master:** despite the efforts in promoting of ROB master and giving a joint presentation involving all four department , a number of students choosing ROB master after ROB bachelor is still low. Possible reasons:

- Students feel that master program is of not high technically quality
- Students feel that there is a big overlap between bachelor and master. This might not be entirely true, but when students get such impression, they wont choose the program
- AI topics are popular among students and even though ROB master students will come to work with them, it is not explicitly visible in the curriculum.
- Possible fear that students will be forced to work with health technology applications. Generally, a higher degree of selection of topics/ applications areas to work with is desired by students.

**HRI course:** the possible extension / modification of the course content was discussed by adding safe and secure interaction aspects.



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**Conclusion.** ESN concludes that a revision of ROB master education is required. ESN would like to delegate this task to a working group. The proposed members of the working group are the education coordinator and four representatives from the departments:

- Simon Bøgh (education coordinator)
- Dimitris Chrysostomou (MP)
- Rikke Gade (Create)
- Strahinja Dosen (HST)
- Shahab Heshmati-Alamdari (ES)

Each department can change a representative if desired.

The task of the working group is to revise the master curriculum focusing on the following:

- Create an attractive education with a clear and strong profile
- Include AI/ML topics and make them visible
- Ensure that there is no overlap with bachelor and emphasize new topics on master education
- Consider possibilities for profiling, e.g. via elective courses and/or different application areas in projects. Students have a possibility to choose/ create a profile
- Define core subjects that can define the education
- Economy: consider running some courses with other educations. Courses with less than 10-15 students can not run, since it is economically not visible.

It is expected that the adjusted curriculum is presented to ESN before October 2025.

**Action point:** contact the working group. **Responsible:** TKM

#### **Ad. 4. Dispensations**

Two dispensations have been processed.

#### **Ad. 5. Messages**

- Teacher of the year and students initiative award will be presented during next meeting.

#### **Ad. 6. AOB**

None.



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