



**AAU
ENERGY**

**AALBORG
UNIVERSITY**

STUDY PROGRAMME EVALUATION

SPRING SEMESTER 2025

The Study Secretariat, AAU Energy

February 2026

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1. Introduction

1.1 Contents of the report

This report contains the quantitative data from the study programme evaluation of the spring semester 2025 for the Study Board for Energy and the BEEM Study Board. The qualitative data has been processed internally and in confidentiality by the two study boards.

1.2 Follow-up on the results

Overall, the responses show that the graduating students consider their programme to have had a high academic level and content, good progression, and that they have acquired the competencies outlined in the programme competency profiles. In addition, the majority assess that they have had a high study workload.

The study boards discussed the graduates' ideas for improvement and have taken them into consideration:

Aalborg

- EE: A student notes that the workload in the courses is significantly higher than the 5 ECTS suggest, and there is a request for greater differentiation between the diploma engineering programme and the bachelor's programme so that the former contains less theoretical content. There is an expectation of 150 work hours per 5 ECTS course. From 2025, there will be a greater differentiation between the diploma and the bachelor's programme as suggested.
- EPSH: A desire for more specialized courses in the programme rather than general courses.
- IV: Suggestions include more freedom in project proposals, a clearer overall coherence in the programme, and earlier specialization. Students in the mechatronics track would have preferred taking mechanics in the 4th semester instead of a course in Electronic Systems. They also found digital signal processing very difficult but believe it would have been easier after 'State-Space Control and Discrete Control'. Additionally, the electrical machines course is considered challenging because they have not had AC circuit theory.
- MCE: Suggestions include more guest lectures and presentations of ongoing research projects. Some students also suggest that certain specializations receive lower grades, but that is false. There is a request for making MCE2 more control-oriented, as the semester is currently geared more towards PED than MCE. Additionally, students would prefer more oral exams instead of written ones, as well as more lab exercises.

Esbjerg

- RISK: Students point out, that there is an overlap between the courses Systems Engineering and Risk Management. Another student suggests that the groups are intentionally mixed between different backgrounds.

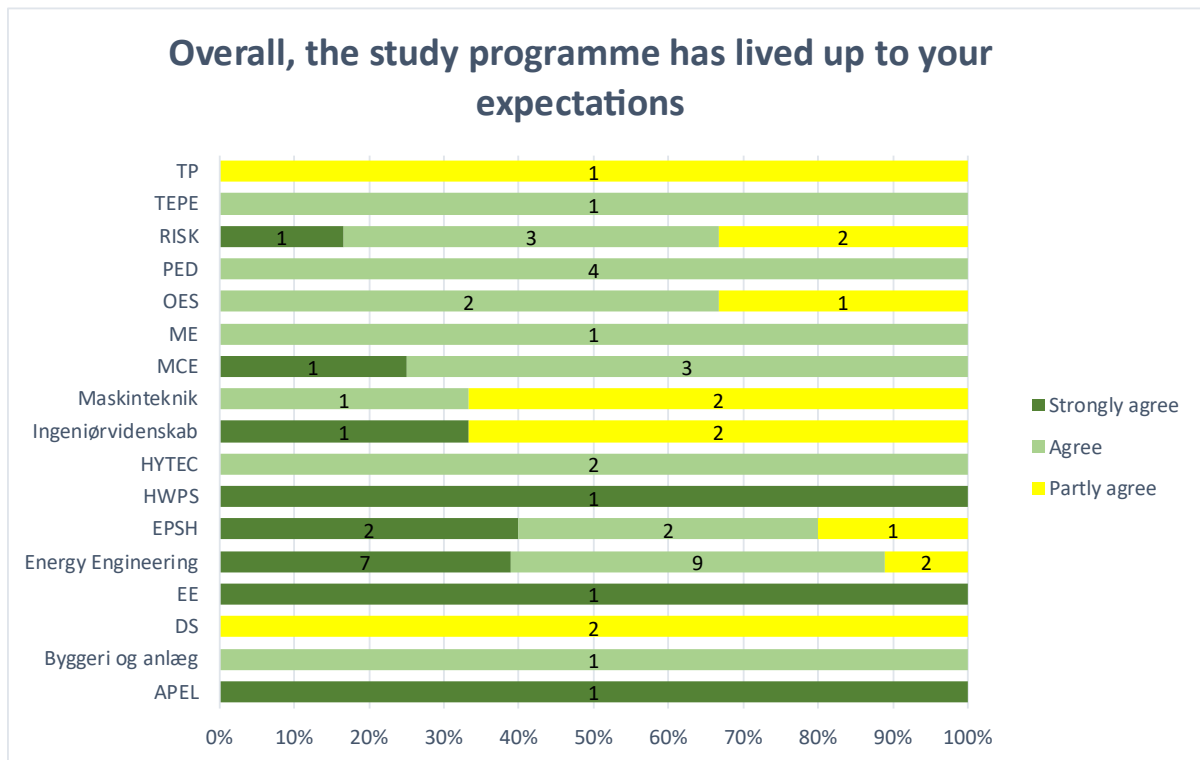
1.3 Abbreviations

- AIE: Applied Industrial Electronics
- APEL: Advanced Power Electronics
- DS: Dynamic Systems
- EE: Electrical Energy
- EPSH: Electric Power Systems and High Voltage Engineering
- GE: General Engineering
- HYTEC: Fuel Cells and Hydrogen Technology
- MCE: Mechatronic Control Engineering
- ME: Mechatronics
- OES: Offshore Energy Systems
- PECT: Process Engineering and Combustion Technology
- PED: Power Electronics and Drives
- TE: Thermal Energy
- TEPE: Thermal Energy and Process Engineering
- WPS: Wind Power Systems

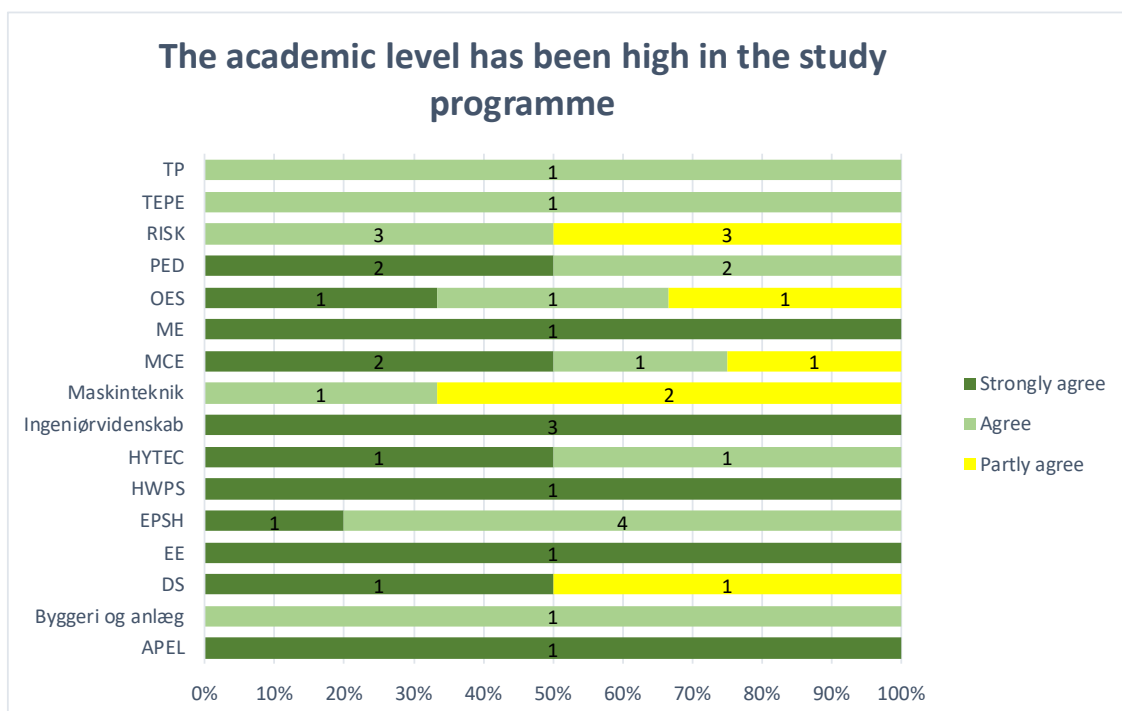
2. Response rate F25

Study programme evaluation	Responses	Students	Response rate
DS6	2	5	40%
TP6	1	2	50%
AIE6 - IE	0	5	0%
AIE6 - ITCS	0	11	0%
EE6	5	9	56%
ME6	3	3	100%
TE6	6	15	40%
GE6	9	11	82%
Sum	26	61	43%

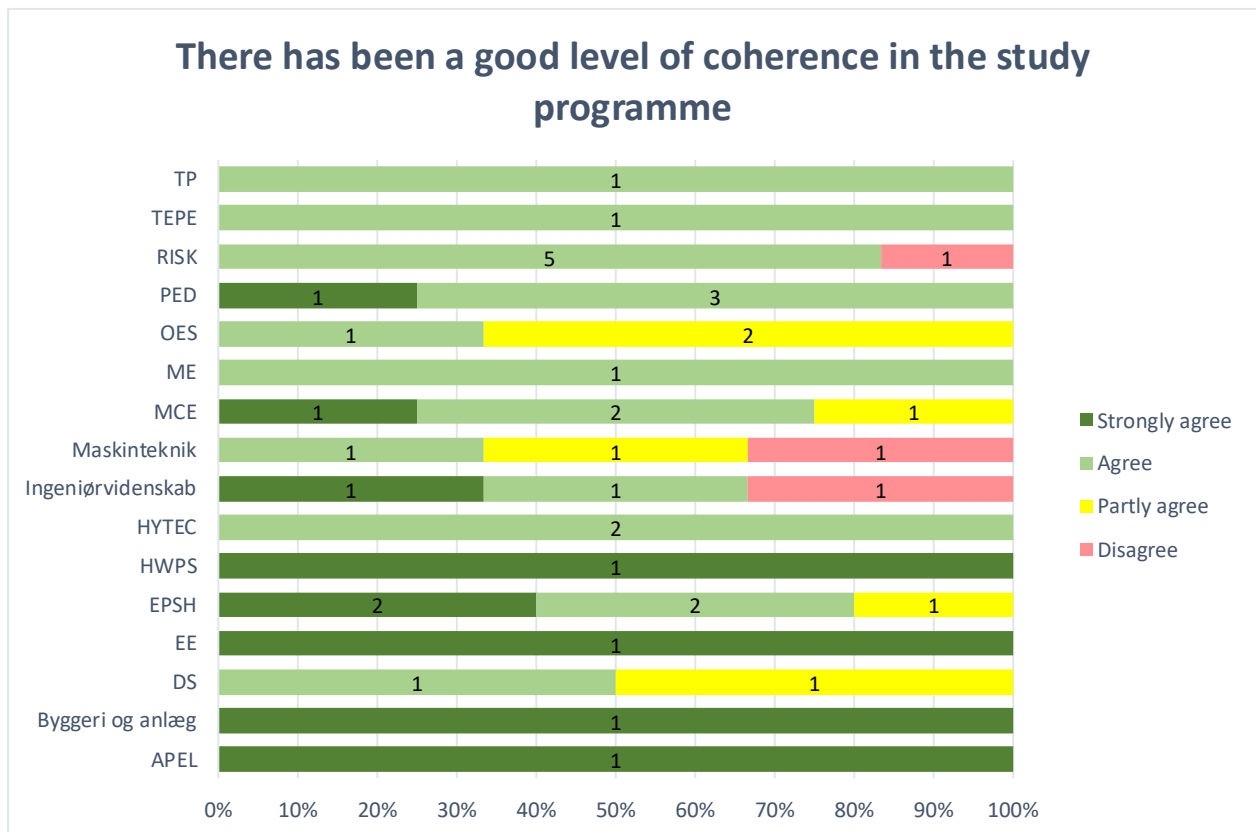
3. Overall evaluation



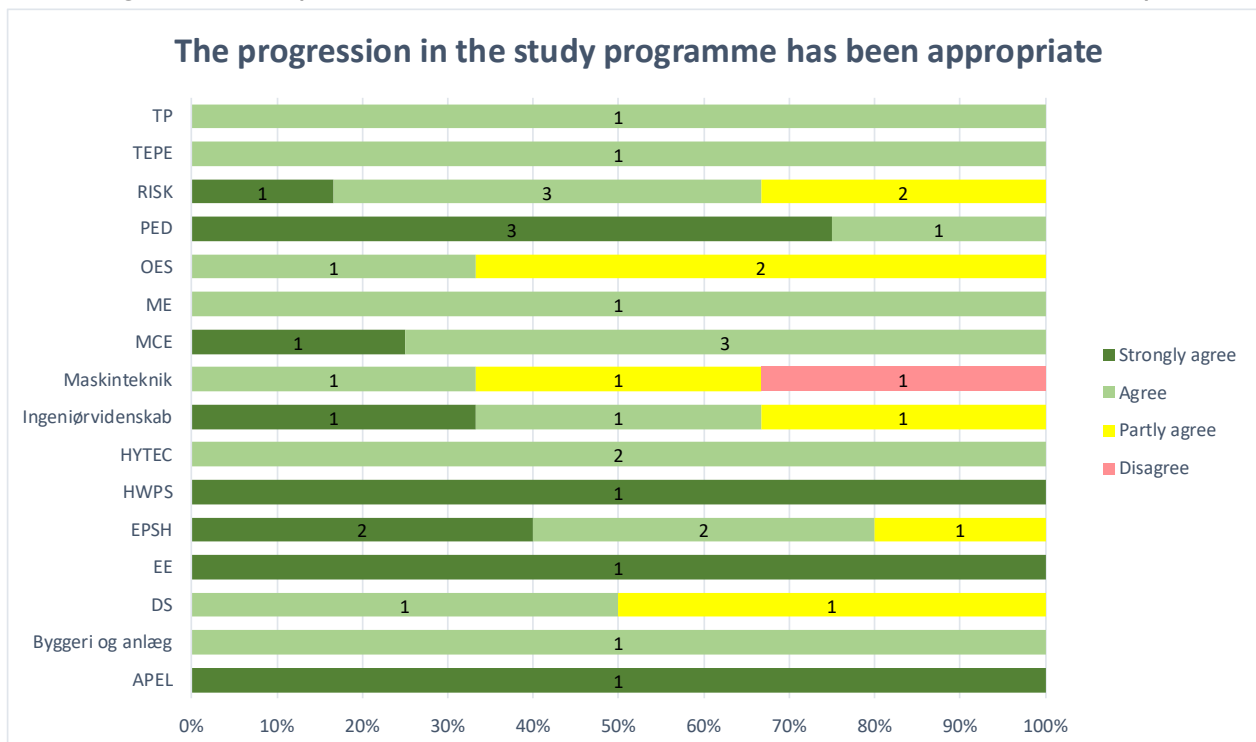
4. The academic level



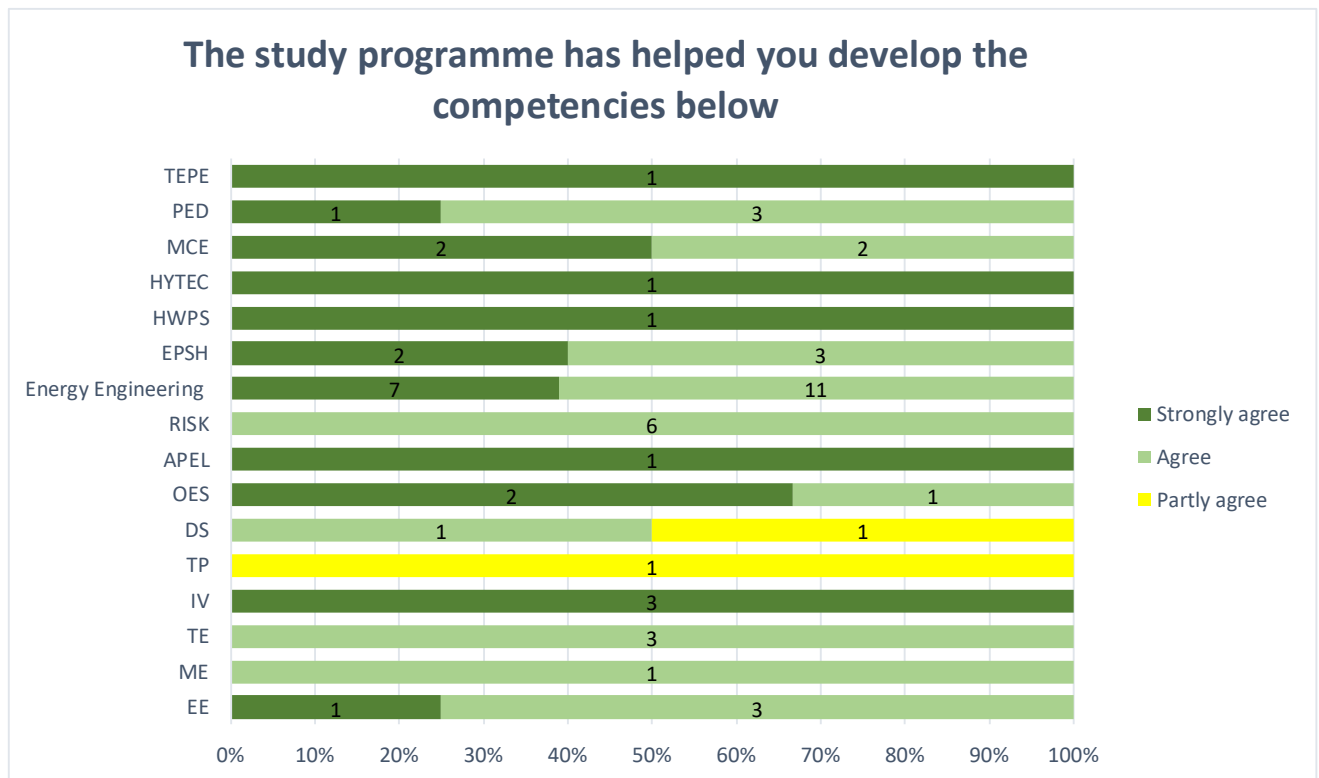
5. The level of coherence



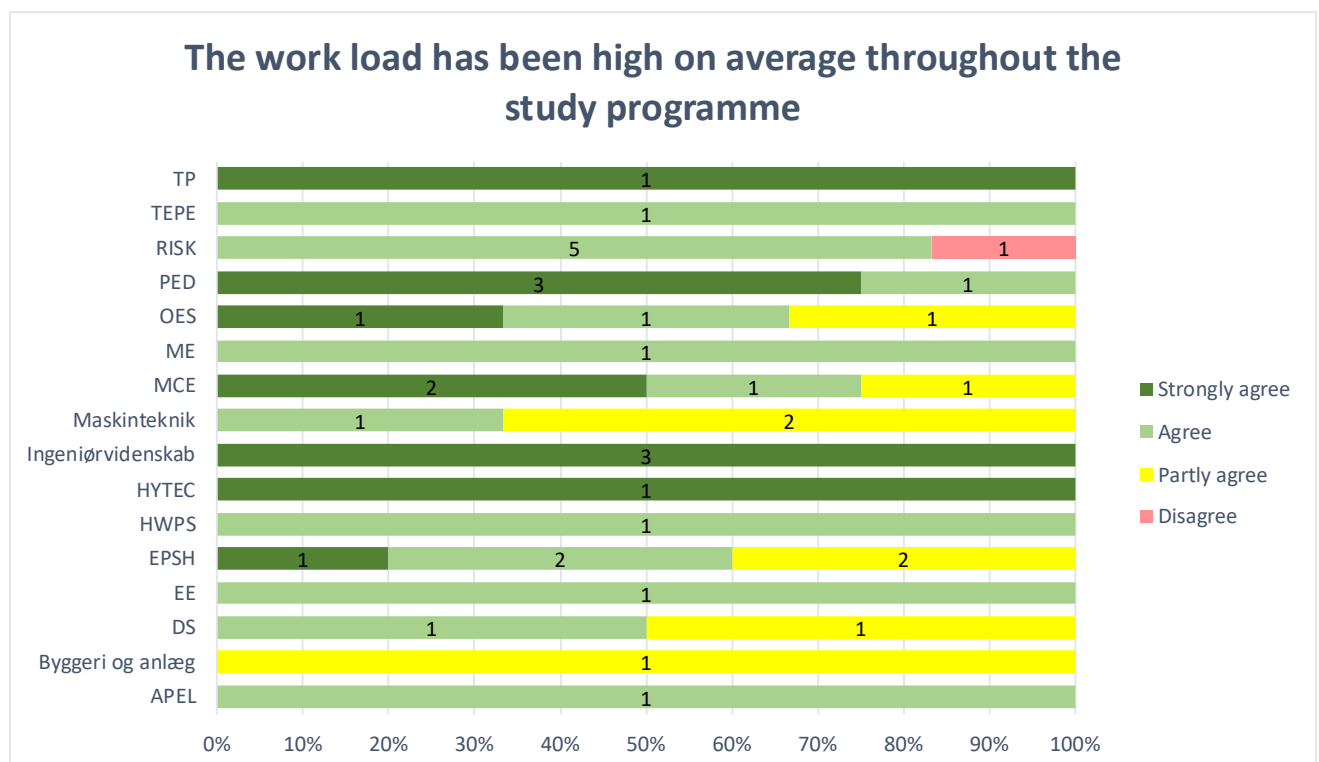
6. Progression (i.e. the development between the semesters)



7. Competence profile



8. Workload



9. Distribution of workload

