Minutes of meeting (2026-10) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 04.11.2026

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

Absent:

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.	Semester evaluations, spring 2026
3.	AIE, Quote 2 criteria
4.	Evaluation of study start 2026 (if there is sufficient time)
5.	AOB

Minutes

1. Approval of agenda
Agenda approved.

2. Semester evaluations, spring 2026
Please see below.

3. AIE, Quote 2 criteria
Discussion about the proposed criteria.

Decision: we approve the proposal. ALL will inform Admissions Office.

4. Evaluation of study start 2026 (if there is sufficient time)
It was noted that the topic had been discussed previously.
Update after meeting: The evaluation report was not available at the time of the meeting, as it was received afterwards. We will discuss this next time.

5. AOB
Draft of Statement regarding rejection of flexible master proposal.
This draft was discussed at the extraordinary meeting 02.11.2026 and again today.

Following the meeting today, the statement has been sent to the Dean, the ProDean and Energy Head of Studies. The statement is attached to these minutes.

Action points, incl. responsible people
related to evaluation, for study board meeting 18.11.2026

1. The semester's coherence and planning

AIE2
Guest lectures. The coordinators will be made aware of the students' interest in such activities, and the matter will be mentioned at the section meeting. MMA to follow-up.

EN2
Timetable conflicts. The matter will be brought to Anne's attention by ALL.

APEL8/FPS8
Relevance of reliability. MMA will discuss the students' comments and the possibilities with the relevant lecturers.

Update after meeting: MMA has talked to lecturer.

2. Project

AIE2
Practical workshop. MMA will look into the possibilities.

Update after meeting: MMA has discussed this with Simon, as a first initiative.

AIE6-ITCS/DS6
Purchases for projects. MMA will discuss this with Jeppe.

3. Courses

Introduction to electrical engineering. MMA will discuss the possibilities with Simon, who is responsible for the assistant professor training programme.

Update after meeting: Simon will act as mentor.

Fundamental control theory. The examination format, the scope of the learning objectives and the need to clarify the expected workload and academic focus will be discussed with lecturer.
Follow-up after meeting: module has been amended, see minutes above. No further action.

Sustainable Energy System Integration. Course coordination. MPN will follow up in his capacity as a lecturer.

Enclosure regarding the semester evaluation spring 2026

28.10.2026

SN-BEEM

The response rate was 37% for the BEEM study board and 44% in total for both of the department's study boards. This is lower than the previous spring semester evaluation, where the response rate was 56% for the BEEM study board and 67% in total. Looking at the response rates from each individual semester, the response rate was especially low on AIE-ITCS6, 8%, AIE-IE6, 10%, and APEL8, 20%.

Comments

- The low response rate was discussed. It was noted that the response rate in Aalborg was also low.
- One possible explanation is that the survey emails ended up in the recipients' spam folders initially.
- The survey was originally sent out in June, while the reminder was sent in August before the start of the semester, which may have been too late to have an effect.
- There were very few responses from 10th-semester students. This has also been an issue in previous evaluations, particularly for students who have already completed their studies.
- If the 10th semester is excluded, the overall response rate is higher.
- The low response rate does not in itself have any specific consequences, but it means that there is less data on which to base the evaluation and makes it more difficult to follow up on the results.

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.

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.

- AIE2: A student suggests introducing more guest lectures and optional lectures to increase engagement and provide broader academic inspiration.
- BA2: Students suggest strengthening the alignment between coursework and exam requirements to improve the coherence of the semester.
- BA2/EN2: Students mention challenges related to planning and coordination, including information overload and scheduling conflicts between activities and courses.
- EN2: Students express a preference for on-campus teaching and suggest avoiding timetable conflicts with English (LiA) classes.
- AIE4/EN4: Students suggest a more even distribution of teaching activities throughout the semester, as lectures and courses are perceived as being concentrated into relatively short periods.
- BA4: A student requests more course-based teaching and less emphasis on independent learning and project work.
- EN4: Students request clearer information about examination formats, particularly in courses with multiple lecturers or recent curriculum changes.
- BA6: A student suggests reducing the amount of online teaching in Project Management and Economics, as it can make the courses more difficult to follow.
- APEL8/FPS8: Students question the relevance of the Statistics and Reliability course for their specializations and suggest reallocating ECTS to courses in signal processing, non-linear control, or other specialization-specific topics.

Comments

- Overall: The clear majority of students rate the coherence and planning of the semester positively, and no general issues stand out across the semesters.
- AIE2: Guest lectures and other activities, such as company visits, can provide valuable additional academic inspiration. However, it can be challenging to find relevant industry representatives and fit guest lectures into the timetable.

Action point

The coordinators will be made aware of the students' interest in such activities, and the matter will also be mentioned at the section meeting. MMA to follow-up.

- BA2/EN2: Issues relating to planning, coordination and scheduling conflicts are difficult to address based on the comments alone and would ideally be raised at the semester group meetings.
- EN2: Timetable conflicts involving English Linear Algebra were discussed. It was suggested that offering both Calculus and Linear Algebra in English alongside the Danish courses could provide greater flexibility.

  Action point

  The matter will be brought to Anne's attention by ALL
- AIE4/EN4: Study intensity has previously been discussed. The current structure, with courses primarily placed earlier in the semester followed by more time for project work, is intentional, as the aim is for students to acquire fundamental knowledge through the courses and subsequently apply it in their projects.
- BA4: 20 ECTS for the project may be relatively high. Future cohorts will have three courses and a 15 ECTS project.
- EN4: There have been challenges with the organisation and coordination of the course, including different lecturers and Moodle pages. The course will run in Danish next time and in English the following time. Further attention will be given to improving the structure and coordination of the course.
- BA6: The course is being discontinued, and this was the last time it was offered.
- APEL8/FPS8: The relevance of the Reliability component may be less apparent for some specialisations, particularly FPS. Joint teaching of the course is, however, necessary for financial reasons. If changes to the programme become possible, the relevance and composition of the course may be reconsidered. The comments will be passed on to the relevant coordinators.
- APEL8/FPS8: The relevance of Reliability for the specialisations was discussed. While Statistics is considered relevant, the relevance of Reliability may be less apparent, particularly for FPS. The course is currently taught jointly due to financial considerations. It was noted that Reliability could potentially be incorporated more explicitly into APEL projects, as is already done in related projects in Aalborg. If changes to the programme become possible, the course may also be reconsidered. MMA will discuss the students' comments and the possibilities with the relevant lecturers.

  Action point

  Relevance of reliability. MMA will discuss the students' comments and the possibilities with the relevant lecturers.

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 student suggests introducing practical workshops in basic technical skills, such as soldering, 3D printing, and the use of common electronic components, to better support project work.
- AIE6-ITCS/DS6: Students suggest simplifying and streamlining the process for purchasing materials, including reducing administrative procedures and making material acquisition easier.
- FPS10: A student suggests introducing more teaching activities during the second year of the master's programme, as the lack of courses reduces students' connection to the university.

Comments

- Overall: The evaluation of the project work is generally positive, and no particular semesters stand out as having significant challenges.
- AIE2: The possibility of offering a practical workshop on basic technical skills, such as soldering, was discussed. Similar practical activities are currently offered on an ad hoc basis, for example as PhD tasks. It was suggested that a workshop could be offered specifically to 2nd-semester students.

Action point

MMA will look into the possibilities.

- AIE6-ITCS/DS6: The challenges related to purchasing materials were recognised as a general issue across the university. Purchases have to follow the university's procurement procedures, which limits the possibilities for simplifying the process locally. The possibility of making the process easier for students will be explored.

Action point

MMA will discuss this informally with Jeppe.

- FPS10: The request for more teaching activities during the second year of the master's programme was discussed. It was noted that elective courses are offered in the 9th semester, although the amount of scheduled teaching may be limited. No changes are planned at present.

3. Courses

Course, programme, semester, and teachers	Quantitative data	Qualitative data	Agreed upon follow-up
Elektriske grundfag *MA2, EN2*	All respondents from EN2 assess the course negatively with regard to both planning, academic content, and learning outcomes. 2 out of 4 students from MA2 assess the course negatively with regard to both planning, academic content, and learning outcomes (including 1 student who answered “very poor”).	- Course structure and learning objectives were perceived as unclear. - Students requested better guidance and support during teaching activities. - Some students experienced a low learning outcome from the lectures and relied heavily on self-study.	It was noted that this was the first time the lecturer taught the course and that there are still matters from the semester group meeting to be discussed with lecturer. In particular, the course did not fully follow the approved exam format, as written assignments accounted for 50% of the examination grade. More systematic support for new lecturers was discussed, for example through mentoring, classroom observation and feedback. **Action point** MMA will discuss the possibilities with Simon, who is responsible for the assistant professor training programme.
Grundlæggende regulering *AIE4*	7 out of 12 students from AIE4 spent more than 45 hours preparing for the exam (including 5 students who spent more than 60 hours). 4 out of 12 students from AIE4 spent more than 6 hours on average per lecture for the course (including 3 students who spent more than 8 hours).	- Students experienced a mismatch between the focus of the teaching and the exam content. - A clearer focus and reduced breadth of topics in the course were suggested. - The workload was perceived as high due to extensive self-study requirements.	The feedback on the teaching and planning was generally satisfactory, while the primary concern was the amount of time spent on the course and examination preparation. The students spent considerable time on a mini project connected with the examination. **Action point**

			The examination format, the scope of the learning objectives and the need to clarify the expected workload and academic focus will be discussed with lecturer. *Update after meeting, prerequisite has been added to module. No further action.* *Exam* *Prerequisite for enrollment for the exam* • *The lectures in connection with laboratory tests are mandatory, and it is mandatory to hand in all written laboratory reports.* • *If the student does not participate in all laboratory exercises or does not hand in the written laboratory reports, the student must participate in an extraordinary laboratory exercise, which takes place before the re-examination is held.* *It was further discussed after the meeting that clear limits on the scope of the mini-project could be included in the guidelines.*
Mekanik *EN4, AIE4*		- Limited prior knowledge made the course difficult to follow.	The challenges concerning the examination format and course organisation

		- The new exam format and course organization were perceived as unclear.	were addressed in the previous discussion. It was noted that the course is intended to be a basic course and therefore has no formal prerequisites in statics and strength of materials. However, some relevant prior knowledge is expected from upper secondary education.
Integration af bæredygtige energisystemer *DS6*	2 out of 3 students from DS6 assess the planning and academic content of the course to a poor or very poor degree (including 1 student who answered “very poor”). 2 out of 3 students from DS6 assess that the quality of teaching contributed to a high academic learning outcome to a poor or very poor degree (including 1 student who answered “very poor”).	- Course coordination and communication were perceived as inadequate. - Several students questioned the relevance and placement of the course within the programme. - Access to online lectures and guest lectures was reported as problematic.	The course involved several lecturers, making close coordination and communication particularly important. Improved coordination has already been discussed at the teaching allocation meeting. **Action point** MPN will follow up.
Brændstofkonvertering og -produktion *FPS8*	2 out of 3 students from FPS spent more than 45 hours preparing for the exam (including 2 students who spent more than 60 hours).	- More in-person teaching was requested. - The online teaching format was perceived as less effective. - The expected level of prior knowledge, particularly in chemistry, was perceived as too high.	The course received generally satisfactory feedback, although more in-person teaching was requested. One student indicated that the expected level of prior knowledge in chemistry was too high. As the same issue was not raised in the Aalborg evaluation, it may reflect an individual student’s experience. The comments on online teaching were not considered a new issue.
Optimeringsteori og pålidelighedsteori *FPS8*	2 out of 3 students from FPS assess the planning and academic content of the course to a very poor degree.	- More examples and clearer expectations for the exam were requested.	The relevance of Reliability for FPS has previously been discussed. However, the current comments primarily

	2 out of 3 students from FPS assess that the quality of teaching contributed to a high academic learning outcome to a very poor degree. All 3 students from FPS spent more than 60 hours preparing for the exam. 2 out of 3 students from FPS spent more than 6 hours on average per lecture (including 1 student who spent more than 8 hours).	- The workload in the optimization part of the course was perceived as disproportionate to its ECTS allocation. - Course materials were considered insufficient for exam preparation.	concern the Optimization part of the course, while the teaching in Reliability appears to have been evaluated positively. It was suggested that a full course in Optimization would be relevant for FPS.

4. Harassment and abusive behaviour

No students experienced this during the semester.

No comments.

5. Study programme evaluation

Unfortunately, there is very limited data to evaluate the study programmes due to low response rates. Overall, they assess their study programmes favourably. However, the only respondent from AIE6 – IE strongly disagrees that the study programme has lived up to their expectations but offers no explanation as to why.

Comments

- Due to the low response rate, the results do not provide a sufficient basis for drawing general conclusions about the study programmes.
- The only respondent from AIE6 – IE strongly disagrees that the study programme has lived up to their expectations.
- As no comments or further explanations were provided, it is not possible to identify the reasons for this assessment.
- No specific follow-up action is therefore proposed based on this result.