



AALBORG UNIVERSITET

Study Board for
Chemistry and Bioscience

Minutes from Study Board meeting on Wednesday 10.12.25 at 10.00 in Aalborg and Esbjerg

Present from Aalborg: Mads Koustrup Jørgensen (MKJ), Majken Pagter (MP), Lars Haastrup Pedersen (LHP), Anders Emuel Olsen (AEO), Nicklas Bjørnmose Dupont (NBD), Ejnar Bach Rasmussen (EBR)

Observers: Niels T Eriksen (NTE), Clara Victoria Raunholt Ehlert (CRE), Ida Gjerulff Thomsen (IGT), Steffen Mariager Jensen (SMJ)

Present from Esbjerg: Morten E. Simonsen (MES)

Cancellation/not present: Bilal Ahmad (BA)

Agenda:

1. Approval of the agenda
2. Approval of minutes from meeting 12.11.2025
3. Student applications (confidential)
4. General information
5. Discussion
6. Curricula
7. Quality assurance
8. Budget

1. Approval of the agenda

Action

<p>Points 4a, 8a, as well as the items under point 7 (semester reports and evaluations) marked in red, are recurring items from the previous meeting in November, which were not addressed due to time constraints.</p> <p>Approved.</p>	
--	--

2. Approval of minutes from meeting 12.11.2025

<p>LHP follow up on items from the previous meeting.</p> <p>The updated course in Process Control in Esbjerg cannot commence as early as F26; however, guest lecturers may be invited to provide a transition to the new module description. Until the course has been approved by Educational Law, a</p>	
---	--



<p>transition can be implemented under the existing learning objectives of the module.</p> <p>Approved.</p>	
---	--

3. Student applications (confidential)

<p>a) List of application cases processed since the last Study Board meeting, appendix 25-155 LHP reviews the list of cases since the previous Study Board meeting. Noted.</p> <p>b) Application for a fifth examination attempt, appendix 25-156 The Study Board grants an exemption on the grounds of documented illness.</p> <p>c) Application for exemption from the study inactivity rules, appendix 25-157 The Study Board rejects the exemption request, as the student has previously been compensated for the circumstances cited in the application, and the student could have prioritised more appropriately to avoid this situation.</p> <p>d) Application for exemption from the attendance requirement, appendix 25-158 The Study Board rejects the exemption request, as it finds that no exceptional circumstances apply.</p>	
--	--

4. General information

<p>a) Input from students in the Department Council regarding the physical study environment, appendix 25-154</p> <p><u>Workspaces and power supply</u> EBR: Many students use the tea kitchens in Fredrik Bajers Vej 7H for studying, but there is a lack of power strips/extension cords for PCs. LHP: Timo has previously placed extension cords, but they disappear. NTE: One solution is for students to bring their own extension cords. MP: Could the extension cords be secured so they are not so easy to take? EBR: In addition, we suggest that more group rooms could be created by installing heat lamps on the balconies. NTE: Installing heat lamps outside on the balconies would be too energy-intensive. MP: There is no internet in the greenhouses in the courtyard. AEO: Suggests installing internet in the greenhouses so they can also be used. AEO will propose a solution for securing extension cords without leaving them on the floor and send it to NTE, who will forward it to Campus Service. AEO will also investigate the possibility of extending internet coverage to the greenhouses in the atrium. To alleviate the situation, additional workspaces with fixed power supply have been created along the corridors by the windows facing the atrium on all floors.</p>	AEO/NTE
---	---------



<p>LHP: We also need a new physical inspection of the premises in spring 2026.</p> <p>b) Examination schedules, summer 2026 Aalborg – updated a. Ordinary examinations, appendix 25-159 b. Re-examinations, appendix 25-160</p> <p>NBD: Has several suggestions for changes to the examination schedules. LHP: The examination schedules for both ordinary and re-examinations in F26 have been updated and approved and are included in the meeting for information. NTE: Suggests that NBD could participate in the planning meetings for the E26 examination schedules together with NTE and the study administration.</p> <p>c) Project examination schedules January 2026 a. AAL https://www.moodle.aau.dk/course/view.php?id=56209 NTE: There are a few examinations that have not yet been scheduled, but the study secretaries are in dialogue with the supervisors.</p> <p>b. ESB https://www.moodle.aau.dk/mod/folder/view.php?id=902033 LHP: The project examination schedules for Aalborg and Esbjerg were approved.</p> <p>d) Re-examination schedule from Esbjerg, appendix 25-161 LHP: The re-examination schedule was approved.</p>	<p>LHP</p> <p>NTE/NBD</p>
---	---------------------------

5. Discussion

<p>a) Consultation: New initiatives in connection with leadENG a. Email from the Vice Dean, appendix 25-162 b. Consultation, appendix 25-163</p> <p>LHP: The distinctive feature of these leadENG projects is that they are financially supported by the faculty. We already have extensive content in the curricula, and the learning objectives are well described, so these descriptions belong more in the semester descriptions than in the curricula. MP: The proposal is that this should be placed in the second semester. There may be other semesters that are more suitable. NTE: It should be natural and not forced in, so we should have strong projects ready before implementing this. Furthermore, I am concerned that the additional funding could create “A and B projects”. Will a diploma for a leadENG project have any real value? And how will this relieve the main supervisors?</p> <p>LHP: Where it is operational, it will be on the semester page in Moodle and not in the curriculum. NBD: It would make more sense to place it in a later semester. In the second semester, students are still very new. AEO: Coordinating project work with students from other programmes is difficult because their timetables differ. NTE: The idea of placing it in the second semester is to push it through. For example,</p>	
--	--



<p>in the second semester of Biology, they have Field Biology. It would be difficult to find other study programmes where this could align with Field Biology.</p> <p>LKII: From an administrative perspective, this is not a “very straightforward” task, as stated in the appendix. It will be necessary to provide close guidance to students who choose a leadENG project. In particular, individual curricula involve a lengthy process with many stakeholders. Students must notify within 14 days after the semester starts if they wish to undertake a leadENG project. After that, the Study Board must apply to Educational Law for an individual curriculum, which must be approved and then sent to Study Data so the module can be created in STADS. Registration must occur by 1 March or 1 October, leaving only 14 days to complete this process, which normally takes much longer for individual curricula. During this period, there are generally many other tasks related to semester start. Furthermore, students would have to start the project before approval, as they would not receive approval in time for project commencement.</p> <p>If this is to be a fixed project in the second semester, it may create challenges for double-major students and minimum requirements.</p> <p>Regarding diplomas for a leadENG project – who will prepare and issue them to students? And on what occasion? This will require very close guidance for the students.</p> <p>LHP: What are your thoughts on the certificate? AEO: Not sure how useful it would be – ultimately, it is the degree certificate that matters. EBR: Then it should be stated in the degree certificate that it was a leadENG project. NTE: What do you think about having a co-supervisor? AEO: No, thank you. MP: It would not make it easier for the supervisor to have to coordinate with a co-supervisor. LHP: Misunderstandings could arise between supervisors. EBR: There could be differences in criteria between supervisors. MES: We have run several leadENG projects in Esbjerg. It has worked reasonably well, but it would not be a good idea to make it fixed for specific semesters. We had one semester where three groups ran in parallel with groups in Energy. NTE: That was possible because there was a strong project idea. MES: I do not believe there are any leadENG projects running at the moment, but some are planned for the spring. LHP: Will prepare a draft to circulate to the Study Board for comments. The draft will be attached as an appendix to the minutes.</p>	<p>LHP</p>
---	------------

6. Curricula

<p>a) Status by NTE NTE: All modules and curricula have now been entered into the databases. LHP: It has been a long process, and I believe it has been a good bottom-up process involving the lecturers, followed by an efficient handling of updates in the module database. We are now awaiting approval from Educational Law.</p>	
---	--



7. Quality assurance

<u>Semester Reports</u>	
<p>Processing of semester reports (evaluation of F25): Overview of received semester evaluations F25 – updated, appendix 25-164 LHP: Not all coordinators have submitted reports. Some of the reports are important to obtain. SMJ will follow up on the remaining ones.</p>	SMJ
<p>2nd semester Bachelor, Esbjerg, appendix 25-134 LHP: I have not noted any critical points. Noted.</p>	
<p>6th semester Bachelor, Esbjerg, appendix 25-135 LHP: Process Control is a recurring issue – therefore, we have decided to restructure the course and introduce new content in the new curricula. Until these come into effect, improvements will be made that still comply with the learning objectives. LHP: The Process Control component will henceforth be taught by an external lecturer. NBD: It states that the course is delivered over a very short period; perhaps it could be spread out more. EBR: Additionally, the response rate is not very high. LHP: Some students do not continue at AAU for their 7th semester/master's and may not respond to the survey because they have moved on. EBR: Could it be sent out earlier? LKII: It may need to be sent after the re-examination period to include the entire semester. LHP will investigate whether it is possible to send it out immediately after the ordinary exams and only close it after the re-examination period, so it remains open longer.</p>	LHP
<p>2nd semester Master's in Bioengineering, Esbjerg, appendix 25-136 LHP: There is a single comment regarding the course <i>Bioresources and Biorefineries</i>, where students recommend using recorded videos instead of live streaming. Noted.</p>	
<p>6th semester Bachelor in Biology, Aalborg, appendix 25-137 LHP: According to the coordinator, Marine Biology has improved compared to previous years, and Limnology has been changed to Freshwater Ecology with some content adjustments. MP: The student comments are missing from the report. NBD: I recently attended Limnology, where one of the lecturers included strong personal environmental policy views. LHP: The semester coordinator will be instructed to include the students' comments in the report. Efforts in the course should focus on academic content and not be used as a platform for political advocacy. Noted.</p>	LHP



2nd Semester Master's Programme, Biotechnology, Aalborg, appendix 25-138

LHP: There are comments regarding group rooms and the workload during the semester; uncertainty about expectations for mini-projects.

LHP: It is suggested to review the timing of exams during the semester and the types of assessment.

There is a proposal to move the module *Instrumentation and Regulation of Processes* to another semester – LHP recommends that it remains in this semester for academic reasons and to accommodate international students.

Noted.

3rd–4th Semester Master's Programme, Biology, Aalborg, appendix 25-139

Proposal: At the status seminar in the 4th semester, 2nd semester students could be invited to learn about project opportunities, gain inspiration, and network.

Noted.

6th Semester Bachelor's Programme, Aalborg, appendix 25-165

LHP: IPM will be revised to ensure greater coherence within the module.

Noted.

Evaluation of Study Start 2025 – Bachelor and Diploma, appendix 25-144

Overall positive feedback: The quality improvement resulting from moving the 1st year to FrB is evident; dedicated group rooms for the 1st year are important.

LHP: Most students are satisfied with the programme and generally with the study start and their sense of belonging to the programme.

There is a comment regarding the amount of information received, when it was provided, and how it was communicated.

Several different entities send out information – not only us as an institute.

CRE: There are differences in the need for information before starting at the university.

MP: Our study programmes have received the same information, but students differ in whether they feel it was sufficient.

LHP: Regarding students' knowledge of us before study start. Particularly the Education Guide, AAU's website, and family and friends are the most important factors in terms of awareness of us.

In addition, Open House, Study Practice, and visits to AAU also contribute.

AAU On Demand is on par with Open House at around 20%.

NTE: How can we encourage students to sign up for AAU On Demand? They receive payment for participating.

AEO: If you study chemistry, you might prefer to be part of the Chemistry Show.

LHP: How do we make students aware of AAU On Demand?

EBR: There have been posters on the doors in the building stating that student assistants were needed – they were noticed.

IGT: What about the mentors? Could they be interested?

CRE: People do not know what it is; the tasks need to be specified more clearly.

It is also possible to visit lectures in person and provide information.



MP: Based on these results, more resources should be allocated to the website.
CRE: In Viborg, there was more marketing and focus on Aarhus University than AAU.
NTE: There needs to be more focus on recruitment from towns in Central Jutland.
NTE: We can conclude that most evaluations were positive, apart from a few students.

[Appendix to the Evaluation of Study Start, Bachelor and Diploma, appendix 25-145](#)

[Evaluation of Study Start 2025 – Master’s Programmes, appendix 25-146](#)

LHP: Why do they choose a programme at BIO? The study format ranks quite high.
Student satisfaction is also quite high.
SMJ: For international students, the university’s reputation and facilities are important.
Noted.

[Denmark Study Survey 2025, appendix 25-147](#)

Discussed and noted.

Quality Follow-up included processing of the data package and the programme’s action plan

Processing of the 2025 Data Package

Email from Quality and Analysis, appendix 25-166

Data Package 2025, appendix 25-167

Focus Areas

Recruitment, student retention, and employability

The Data Package

LHP: The quality area *Job and Career* is an important parameter, as we are assessed based on how many students secure employment after graduation, which impacts the allocation of programme capacity.

LHP presents an overview of the various parameters on which we are evaluated. The figures marked in red must be discussed at the Study Board meeting.

Dropout in the first year of study

BSc Biology, BSc Chemistry, and MSc Chemical Engineering in Esbjerg have figures marked in red.

Unemployment (figures in red)

MSc Biology, MSc Chemistry (Science), MSc Environmental Science (which has been discontinued), and Bachelor of Engineering programmes in Aalborg.

Discussion Points

- LHP: Reviews figures for student population and admissions.
For recruitment purposes, it is important to emphasise that project work offers



<p>significant opportunities for flexibility, particularly when the range of courses may appear limited compared to other universities. Furthermore, we should highlight opportunities for travel and study abroad as part of the programmes.</p> <p>MP: Many applicants take a gap year or more before applying for a degree programme.</p> <p>EBR: It is difficult to change this if students wish to take a gap year.</p> <ul style="list-style-type: none">• EBR: One of Aalborg’s strengths is lower housing costs and excellent opportunities for student life, with some of the best offers in Denmark. AEO: The focus should be on creating a more social environment – also in relation to project work.• IGT: Other programmes offer more options within the curriculum. LHP: We have the projects, but we are probably not good enough at communicating this. IGT: It is easier to apply knowledge later if you have completed a specific course module rather than a project. NBD: For example, in Sports Science there is more freedom in choosing project topics compared to Biology – there is a project catalogue where the options are more restricted. NTE: It would be useful to raise this at the next Study Board meeting regarding project catalogues, as a longer discussion is needed. MKJ: It is a good idea to review the projects annually at the Study Board. LHP: The project catalogue should be included on the agenda in March/April going forward – also regarding how it is presented on the website. MP: We can make the flexibility in projects more visible on our own website.• LHP: Another factor influencing programme choice is the job opportunities available after graduation.• NTE: We can see that more Biology students than in other programmes face challenges such as dyslexia, diagnoses, or other health-related issues.• MES: In Esbjerg, students from Aarhus University and others also visit to talk about their programmes. CRE: The same applies in Viborg – it was also students who went out to present their programmes. NTE: Coordination is needed regarding who visits which upper secondary schools/classes and when. <p>Dropout</p> <p><u>Discussion on the content of the Biology programmes</u></p> <p>MP: The Biology programme at bachelor level may be very basic, whereas at master’s level it is easier to see how it can be applied in practice. It is important to manage expectations, particularly in the first year of the BSc.</p>	<p>LKII</p>
---	-------------



<p>CRE: It is important to create a link between research and teaching so that it is not only what is written in textbooks that is taught.</p> <p>NTE: A challenge in Chemistry is that the programme is small.</p> <p>Dropout figures in Esbjerg quickly turn red because there are few students. Even if only 1–2 students drop out, it represents a large percentage.</p> <p>NTE: A surprisingly large proportion leave during the first year due to health-related issues.</p> <p>EBR: It may be a good idea to describe what the programmes are – but also what they are not.</p> <p>LHP: The “Match Check” tools need to be updated.</p> <p>Dropout within prescribed time + 1 year</p> <p>Review of dropout figures for prescribed time + 1 year.</p> <p>LHP: Dropout is generally declining. This also includes students who transfer to other programmes.</p> <p>EBR: The Biology bachelor’s degree does not necessarily provide access to master’s programmes at other universities, e.g. KU and DTU.</p> <p>CRE: I have heard this concern from several students.</p> <p>IGT: This might indicate a need for a better description of the academic content of projects.</p> <p>EBR: Could we send an email to the other universities to ask about the reason for this?</p> <p>MP: It may be difficult for other universities to assess credit for our project modules. In addition, it is generally harder to gain admission because they have enough students with guaranteed rights (progressing from bachelor to master).</p> <p>CRE: Could supervisors provide a description of the academic proportions of a project’s content?</p> <p>Discussion on the content of the Biology bachelor compared to other universities</p> <p>LHP: A current solution should be that the student reviews their projects and discusses the academic content with their supervisor, so that there is an academic description of the projects for any application to another university at master’s level.</p> <p>Students Falling Behind</p> <p>LHP: Students who fall behind in their studies have the opportunity to speak with the student counsellors, Niels or Lars, and have a study action plan prepared.</p> <p>LHP: Review of possible reasons for exceeding the prescribed study period.</p> <p>LHP: Largely the same options as for dropout, such as counselling sessions, ensuring a good curriculum, etc.</p> <p>LHP: In terms of the number of scheduled teaching hours and supervision hours, we are in a good position.</p>	SMJ
---	-----



Labour Market and Unemployment Rate

NTE: We have generally had slightly higher unemployment in Biology. There may also be cases where graduates obtain a one-year temporary position and then become unemployed again for a period.

Discussion:

Some of the graduates who have not secured employment are the same individuals who took longer to complete their studies and may have personal challenges that make it difficult for them to find a job.

EBR: Could there be a correlation between admission requirements, limited intake, and later unemployment after graduation? For example, at other universities where not everyone is admitted and the entry requirements are higher?

AEO: In other cities, more students have relevant part-time jobs during their studies, which makes it easier for them to find employment after graduation.

LHP: We support students who collaborate with companies during their studies. Furthermore, it is important that students become familiar with Danish companies within both core and related fields. Therefore, the Study Board provides subsidies for student transport in connection with company collaborations and for excursions organised by lecturers. The Study Board also supports student-driven activities, including MOS events, which contribute to strengthening networking and business engagement.

The Study Board works to prepare students for the labour market in collaboration with the rest of the department. This takes place on several fronts, including through career VIPs and cooperation with the AAU Career Centre, where master's students are invited to 1:1 sessions. In addition, we have student development interviews in the 8th or 9th semester, where students can have a 1:1 conversation with a lecturer. The Study Board encourages students to participate in PBL and ProLab workshops, which can raise awareness of the importance of personal and professional profiling and networking.

NTE: In general, we sign up for the opportunities offered to us.

Review and Adjustment of Action Plans

(see attached appendices)

Actions for the six quality areas are summarised below, and the review is supported by the attached appendices. The actions listed are considered current and ongoing, with minor adjustments following the discussion of the data package above.



Quality Area 1: Recruitment and Study Start

- Mentor and Ambassador Corps: Strengthen and further develop activities for recruitment, study start, well-being, and completion.
- Mentor Scheme: Maintain and anchor in collaboration with AAU Communication.
- Upper Secondary School Collaboration: Organisation for attracting students.
- Hands-on Biotech, Upper Secondary Teacher Day, Science Scenarios.
- AAU-wide procedure for academic supplementation for upper secondary teachers.
- Match Check Tools: To be developed, updated, and created for master's programmes.

Quality Area 2: Programme Development, Organisation and Operation

- Curriculum Revisions: Continuous development focusing on student needs, new research, employability, and research integration.
- Educational Data: Use in programme operation and development of study environment.
- Reports: Examination formats, reasons for study deviations.
- Analysis: Cases of exemption, grade differences, evaluations, and coherence.
- Continuous development of evaluation frameworks.
- Opportunities for large-scale and experimental work.

Quality Area 3: Principles of Problem-Based Learning

- Strengthen students' awareness of available options.
- Clarify the range of options within programmes.
- Individualised guidance.

Quality Area 4: Study Environment

- Delayed Students: Prevention of dropout and exceeding the prescribed study period.
- Study-supportive guidance.



<ul style="list-style-type: none">• Laboratory Safety: Microcredentials in laboratory and fieldwork safety. <p>Quality Area 5: Research Integration and Pedagogical Competences</p> <ul style="list-style-type: none">• Pedagogical Competence Development: Strengthen involvement in programme development and teaching.• Discussion of planning.• Collaboration with BUILD.• Participation in PBL competence-enhancing activities.• Guidelines for lecturers. <p>Quality Area 6: Job and Career</p> <ul style="list-style-type: none">• Employability: Strengthen students' awareness of job and career opportunities.• Networking and external engagement.• Career VIP and SUS interviews.	
---	--

8. Budget

<p>a) Study Board Grants – updated appendix 25-170</p> <p>LHP: We are generally under financial pressure at the department. However, we have been able to provide financial support to students – and we are happy to do so again next year.</p>	
---	--

Louise Kiilerich Pratas
Referent

*AI was used for translation of the minutes from Danish to English.