

Minutes of meeting (2025-8) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 08.10.2025

Present:

Matthias Mandø (MMA) (Chair), Daniel Ortiz Arroya (DOA), Jesper Liniger (JEL), Ulisse Valeriani, Jeppe Akash Bundsgaard Sørensen, Mads Pagh Nielsen (MPN), Anette Larsen (ALL) (secretary)

Absent: Visnu Ritesh Vijayakumaar Palanisamy

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, Rikke Steensbæk.

Minute taker: ALL

Agenda

1. Approval of agenda
2. Follow up after last meeting 10.09.2025 (no action points)
3. Approval of minutes of meeting 10.09.2025
4. General announcements (short news from the Chairman)
5. Reasons for students' withdrawal from university
6. Approval of course exam plan winter 2025
7. Learning goal (project) - Cyber-Physical Systems (ITC5)
Energy digital auditing and sensor placement in energy assets for predictive control maintenance – to be removed
8. Modules in Danish/English (by Jesper Liniger)
9. Study case: separate room for student with severe dyslexia (this is not study board practice)
10. AAU Elections 2025
11. Study start test
12. Examination formats, hearing
13. APEL, §7 – competences within subject areas
14. Minutes from semester group meetings. First semester group meetings to be held week 41, may be ready in time for study board meeting
15. Study programme revisions for September 2026 (status)
16. AOB
17. Credit transfer and exemptions (confidential)

Minutes

1. Approval of agenda

Agenda approved.

2. Follow up after last meeting 10.09.2025 (action points)

No action points.

3. Approval of minutes of meetings 10.09.2025

Minutes approved without comments.

4. General announcements (short news from the Chairman)

- Prorector's meeting (11 sep.)
 - Dialogue meeting for EKA with external partners in Esb 21.oct
Comments:
 - (EKA stands for "industrial master").
 - In Aalborg, there will be interest organisations: the Federation of Danish Industries and the Region will participate; while in Esbjerg, there will be a lot of companies. Thus, there is a difference.
 - EVU Vision and strategy ongoing this autumn
 - Guidelines for quality control of all written test (not final) → additional mail to all teachers regarding written tests) + pilot project on plagiarism check of exam problems + onboarding of new employees
Comments:
 - This is on the agenda later today – item 12.
 - Only for written examinations, not oral.
 - Communication on use of GenAI to teachers and students
Comments:
 - A large effort to mitigate the consequences of GenAI.
 - There are a number of initiatives:

AI på uddannelsesområdet

Indsatser 2025 v. DSUR

Kontakt: Thomas Ryberg

Kommunikationsindsats studerende <i>Tydlig kommunikation af rammer omkring G-AI</i>	Undersøgelse af AI på uddannelsesområdet <i>Spørgeskema til hhv. studerende og undervisere</i>	Temadag om Generativ AI for studerende <i>Webinar med oplæg vedr. AI</i>
Masterslides til undervisere og studerende <i>Slides til introduktion til G-AI til uddannelserne</i>	Kommunikationsindsats undervisere <i>Tydlig kommunikation af rammer omkring G-AI</i>	Temadag om Generativ AI for undervisere <i>Webinar med oplæg vedr. AI</i>

Arbejdsgruppen består af:

DSUR-medlem
CDUL
AUB
PBL Digital ITS
IT-sikkerhed
Studieservice
AI for the People (IAS PBL)

- Mini-workshop on group formation.
Comments:
 - Please see MMAs PP presentation.
 - There is a big difference between social sciences and engineering.
 - In some departments, the group formation takes several days.
 - In Esbjerg we have the "pope model" – meaning that we put all the students in a room and wait for the white smoke 😊, but there are also in-between models, where there is some administrative control.
 - Jeppe: as a student, for me it was good that groups were made beforehand on our first semester.
 - For us it is a special challenge with new students because we have a large share of international students, that are not familiar with the PBL model.

- Generally, if people are happy, MMA will not do anything.
- DSUR agenda 25 sep. (many points but none interesting)
 - One interesting point: "requirement for non-EU applicants" had no enclosures
- Study board [budget](#)
Comments:
 - This shows both Aalborg and Esbjerg
 - We could do more – let us do something in the spring
 - ALL: the study secretaries in Aalborg do a huge job with these events.
- Evaluation of study start (ENG faculty - ongoing):
Comments:
 - Entry Exam
 - JEL: We have target workshops for HTX students but there are no one in the energy-bachelor or AIE from HTX.
 - MMA: We know that students on average have 2 years of sabbatical leave before starting at university. We should wait to see an effect but also monitor this.
 - Grades
 - An overview of grade distribution for all new students was shown. AIE and mechanical seems to follow the average, but energy and Civil are below the grade average on engineering educations. There should be a correlation between low grades and higher dropout rate.

5. Reasons for students' withdrawal from university

Please see the slide in MMA's presentation.

Comments

- There is not one specific reason or worrying trend, if you look at the total numbers – it fluctuates
- We will take no action

6. Approval of course exam plan winter 2025

It is noted that the room for the Numerical Methods exam only has a white board, A131 and A133. Students would very much like for the examination room to have a blackboard. Can this be changed.

ALL will talk to study secretaries to see if they can arrange a different room.

The plan is approved.

Follow-up: different rooms have been booked.

7. Learning goal (project) - Cyber-Physical Systems (ITC5)

We remove this one learning goal:

Energy digital auditing and sensor placement in energy assets for predictive control maintenance – to be removed. It is probably an error that this goal is in the module at all.

ALL to take action.

Follow-up: Legal department will change the module in AIE study programmes 2023, 2024, 2025 and 2026 when ALL has sent application.

8. Modules in Danish/English (by Jesper Liniger)

Jesper has been asked by Simon Pedersen to raise this subject:

Calculus is taught both in Danish and English – under different study programmes, but by the same teacher. The teacher speaks Danish to the Danish students and English to the international students

(two different lectures). However, the material is the same, meaning that the terminology used is English.

This issue has been raised by a student who has a problem with this mix of languages.

The question to be discussed today is what can we expect from a teacher that is teaching in Danish?

Comments:

- MPN – we cannot guarantee literature in Danish; this is part of the curriculum.
- MPN – it is OK to have use English slides and books.
- If we suggest the slides must be in Danish, then the problem will be moved to when you read the English text and must compare with the Danish slide – theoretically.
- JEL wants to keep this as is.
- There are workshops where students can ask and get an explanation.
- Please also see the curriculum which specifically states that you must be able to read English texts: [Curriculum for the Bachelor of Science Programme in Energy Engineering, 2024, Esbjerg](#)

§14: Requirements regarding the reading of texts in a foreign language

It is assumed that the student can read academic texts in modern Danish, Norwegian and Swedish as well as in English and use reference works etc. in other European languages.

Decision: we will not change anything; this is what can be expected.

9. Study case: separate room for student with severe dyslexia (this is not study board practice)

A case has arisen where a student with severe dyslexia has previously been granted an extra room during written examinations so that he can dictate and use speech-to-text software.

Comments:

- We have limited room and resources
- To approve of this, we need a separate room and proctor (eksamensvagt).
- The study board finds that dictation is not quite relevant in our typical equation-oriented examinations. The student might have had good use of this software to write essays at high school but would find little use for it here.
- No further action.

10. AAU Elections 2025

Now is the time to sign up for the election.

Jeppe will not run.

Can the study board do more? It is agreed that the student members try to talk to other students to encourage them to run for the study board. We also welcome observers.

ALL: find out if our campaign is still running.

11. Study start test

It looks ok, nothing we can do.

12. Examination formats, hearing

The faculty is planning to introduce common rules regarding examination formats. We will go over the proposal and MPN will take our comments to the study leaders' meeting.

Please see the slides in the beem-bilag folder.

There will be a web page as an inspiration guide/resource catalogue.

Website

What are your thoughts on the website offering inspiration for exam formats?
Is the information you're looking for available, or is something missing?
How do you experience the layout of the website?

Inspiration for Exam Practice

What kind of inspiration for your exam practice would you like, beyond the mentioned themes?
How should the material be presented to make it practically useful?

Examples

What is the best way for us to collect examples from your environments?

Comments:

- MPN – we must have diversity of examination methods; this can serve as an inspiration for picking the right form of examination.
- We have to see more to see how it actually works
- It will be good to have a place where we can refer new teachers
- Feedback to the word doc: there is only a little text to give feedback on
- JEL – We have “adjunktpædagogikum” (teaching development programme) and more of that would unify the exams.
- An adjudicator (censor) will not comment on the exam format, but internal comments from your colleagues will be more valuable than a web page: Peer collaboration is more important than a web page.

MPN will take our feedback to the meeting.

13. APEL, §7 – competences within subject areas

We have reviewed the admittance criteria – not on APEL because they are already in compliance with new rules, however, we have discovered that §7 can be improved.

The module *Electrical Machines* is offered exclusively within the industrial specialisation. We have based this proposal for admission rules on the bachelor programme.

After a discussion in the study board, MMA proposes that:

- **Competences at bachelor's level with a scope of at least 10 ECTS, covering the subjects: electrical machines and power electronics**

To be changed to

- **Competences at bachelor's level with a scope of at least 5 ECTS, covering the subject power electronics**
- **Competences at bachelor's level with a scope of at least 5 ECTS, covering the subject electrical machines or introduction to artificial intelligence**

Here is the text in question:

7: Admission requirements

...

Admission to the master's programme in Advanced Power Electronics requires that the applicant has passed a relevant qualifying Bachelor of Science or Bachelor of Engineering degree programme. A Bachelor of Science or Bachelor of Engineering is defined as relevant if the degree programme provides competencies to a minimum of ECTS within the following subject areas:

- Mathematics skills at bachelor's level with a scope of at least 20 ECTS, covering the subjects: calculus, linear algebra, probability, statistics and numerical methods.
- Physics skills at bachelor's level with a scope of at least 10 ECTS, which cover the subjects: classical physics and basic electrical subjects, as well as basic knowledge of energy systems
- Competences at bachelor's level with a scope of at least 5 ECTS, which cover basic control theory and digital control
- **Competences at bachelor's level with a scope of at least 10 ECTS, covering the subjects: electrical machines and power electronics**
- Competences at bachelor's level with a scope of at least 10 ECTS, which cover programming languages

As a prerequisite for admission to the master's programme, students must have completed a bachelor programme in technical sciences, a bachelor of engineering programme or a bachelor in natural science.

This will be valid from September 2027 as a change like this must be announced (on the web site) year prior to implementation.

ALL to initiate.

14. Minutes from semester group meetings. First semester group meetings to be held week 41, may be ready in time for study board meeting.

MT1

Lots of basic information from the study secretary.
Comments about Calculus – teacher will look at this.
No action.

AIE1

Discussion about the possibility of a CAD course.
However, there are plenty of YouTube tutorials.
No action.

15. Study programme revisions for September 2026 (status)

Changes to APEL will be from 2027 (new name)

Study Board of Build, Energy, Electronics and Mechanics in Esbjerg

Changes to SEE will be from 2026 (a new specialisation, approved by the prodean)
Bachelor of Energy – change of language - hopefully to be implemented from September 2026. The ministry has questions to the application for language change from Danish to English. They have, however, accepted the structure of the study programme.
New deadline for submission of new study programmes to the legal department: 01.12.2025 instead of 01.11.2025.

16. AOB

Nothing to discuss.

17. Credit transfer and exemptions (confidential)

MMA goes through the list, no comments.

Action points for study board meeting 19.11.2025

All minor items have been dealt with. No further action.