



AALBORG UNIVERSITET

Study Board for
Chemistry and Bioscience

Minutes from Study Board meeting on Wednesday 11.03.26 at 13.00 in Aalborg og Esbjerg

Present from Aalborg: Majken Pagter (MP), Lars Hastrup Pedersen (LHP), Nicklas Bjørnmose Dupont (NBD), Mikkel Aaholm Bennetsen (MAB), Marcus Juul Skovmose (MJS), Peter Kristen (PKR) attended for item 3a,
Observers: Clara Victoria Raunholt Ehlert (CRE), Ida Gjerulff Thomsen (IGT),

Present from Esbjerg: Jonas Bjerring Christensen (JBC),

Cancellation/not present: Morten E. Simonsen (MES), Mads Koustrup Jørgensen (MKJ), Niels T Eriksen (NTE),

Agenda:

1. Approval of the agenda
2. Approval of minutes from meeting 11.02.2026
3. Discussion
4. Student applications (confidential)
5. General information
6. Curricula
7. Quality assurance
8. Budget
9. Any other business

1. Approval of the agenda

Action

Approved. Item 5b added: LHP circulated an attachment by email regarding FEST ahead of the Study Board meeting – a new report from EVA (the Danish Evaluation Institute) on how universities can strengthen students' academic outcomes, wellbeing and completion.	
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2. Approval of minutes from meeting 11.02.2026

Approved.	
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3. Discussion



a) Review of project catalogues

8th semester Biotechnology, Appendix 26-023

A request had been sent to all 8th semester coordinators:

“The study board will discuss how projects presented in the catalogues from each semester corresponds with the learning goals of the curriculum. I would kindly ask each of you to send a very short description of how you see the connection between the project proposals and the learning goals described in the curriculum. How is this handled,

- *is it discussed with supervisors beforehand?*
- *do you as coordinators set standards?*
- *should we ask supervisors to add a few lines in the project proposal descriptions on how they see learning goals obtained?”*

Written feedback from two coordinators indicated that they did not find it useful to specify, in the project catalogue, how project proposals enable students to meet the learning objectives.

Peter Kristensen (PKR) was invited to the meeting as the coordinator for 8th semester Biotechnology and Medical Biotechnology.

PKR reviewed the 8th semester Biotechnology project catalogue and explained that students on the 8th semester of Biotechnology must choose between Biotechnology and a specialisation in Medical Biotechnology.

Students must enrol for the 8th semester in December (including a project module) but may change their choice up to 1 March. This can create challenges in relation to the chosen specialisation, depending on whether there are sufficient projects available for the students within the selected project module. In spring 2026, there was a shortage of projects in Medical Biotechnology, but the issue was resolved at the last moment.

The learning objectives from the curriculum were reviewed.

MJS asked what would appear on the degree certificate.

LHP stated that the specialisation (Biotechnology or Medical Biotechnology), the project module, and the project title would appear on the degree certificate.

PKR contacts, prior to the start of the semester, the teaching staff whom he believes can provide project proposals for the project catalogue. A project proposal is not a recipe for students to follow slavishly, but rather a starting point for problem-based learning.

Students are responsible for ensuring that all learning objectives are met in their project. This is not the supervisor’s responsibility. Students should discuss this with their supervisor, particularly at the beginning of the semester, but also throughout the semester.

MP noted that within the Bachelor’s programme there may be one or two coordinators for several tracks, which can make it more difficult to assess whether learning objectives are met—particularly outside one’s own academic area.



<p>LHP noted that at Aalborg University there are at least two coordinators per semester for BSc programmes, covering different academic profiles and with several years of experience from the relevant semesters.</p> <p>MP noted that there may be coordinators who do not ensure that learning objectives can be met across all project proposals. LHP stated that it is his responsibility to review this in relation to the specific coordinators.</p> <p>LHP concluded that the project proposals in the project catalogue should not include explicit specification of learning objectives; however, coordinators and supervisors should ensure that project proposals provide the opportunity for students to meet the learning objectives. LHP will send a follow-up request to the remaining coordinators for their input regarding project proposals.</p> <p>b) Initiation of the process for nominating Teacher of the Year NBD proposed that the process should follow the approach used over the past two years, i.e. a short SurveyXact questionnaire sent to students. More feedback has been received via SurveyXact than previously, when students were asked to submit nominations by email. Significantly more students have submitted suggestions via the questionnaire. NBD will act as the driving force, prepare a plan, and activate the other student members.</p> <p>c) Suggestions for speakers for the graduation ceremony on 30 June 2026 LHP asked members to consider possible speakers, including both a graduate speaker and an external speaker. The board discussed specific suggestions for speakers.</p>	<p>LHP</p> <p>NBD</p>
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4. Student applications (confidential)

<p>a) List of application cases processed since the last Study Board meeting, Appendix 26-024 LHP reviewed the most recent student cases.</p> <p>b) Application for exemption to a 5th examination attempt, Appendix 26-025 The Study Board granted the exemption on the grounds of the applicant's own documented illness.</p> <p>c) Application for exemption from inactivity, Appendix 26-032 The Study Board rejected the application, as it assessed that the student was unable to account for the entire period of inactivity.</p>	
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5. General information

<p>a) Examination schedule for Esbjerg – for information, Spring 2026 2nd semester, Appendix 26-026 4th–8th semester, Appendix 26-027</p> <p>Noted.</p> <p>b) FEST – new study from EVA (the Danish Evaluation Institute) On how universities can strengthen students’ academic outcomes, wellbeing and completion.</p> <p>Appendices circulated after the meeting: The four FEST factors, Appendix 26-033 What promotes academic outcomes, Appendix 26-034</p> <p>F: (Fagligt engagement) Academic engagement (interest in academic content and persevering even when academic work becomes challenging)</p> <p>E: Efficacy (performing and believing in one’s own abilities) The Study Board will emphasise to the tutor corps how specialisations and courses are discussed. The level of difficulty must not be overstated in a way that unnecessarily discourages students – nor should a course be described as “easy”, as this may lead some students to invest insufficient time and effort. It is best if tutors remain neutral when discussing the specialisations and the different courses.</p> <p>Academic feedback in courses, through quizzes and assignments, helps ensure that students know where they stand.</p> <p>S: (Samarbejde) Collaboration Collaboration between project groups and supervisors can vary considerably due to personalities, levels of engagement in the project (both on the part of supervisors and group members), etc. It is a good idea to align expectations, particularly for new students, e.g. by discussing with the supervisor when the group can expect the supervisor to be available, what can generally be expected, and that students can also seek advice from others than their supervisor. An expectation-setting agreement/contract with the supervisor could also be used – LHP will draft a proposal.</p> <p>It would be useful to provide students with information about what they can and cannot do in connection with project work. Information already exists on Moodle, but it can be overwhelming for new students at the start of the programme, given the volume of other information they also receive.</p> <p>T: (Tilhør) Sense of belonging Group work should help strengthen students’ sense of belonging to the programme. The personal chemistry with the supervisor, for example, matters a great deal.</p>	<p>LHP</p>
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In Esbjerg, various events are organised, but it is often the same students who attend – and the same students who do not.	
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6. Curricula

No items on the agenda.	
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7. Quality assurance

No items on the agenda.	
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8. Budget

a) Study Board grants, Appendix 26-028

LHP reviewed the Study Board's financial support awarded since the last meeting.	
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9. Any other business

Louise Kiilerich Pratas
Referent

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