Minutes of meeting (2026-3) in the Study Board of Build, Energy, Electronics and Mechanics in Esbjerg 15.04.2026

Present:
Matthias Mandø (MMA) (Chair), Jesper Liniger (JEL), Oliver James Tholstrup Bradfield (observer), Jacob Gharib (observer), Mads Pagh Nielsen (MPN), Anette Larsen (ALL) (secretary)

Absent: Ulisse Valeriani, Daniel Ortiz Arroya (DOA), 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, Anne Marie Hvilsom Christensen.

Minute taker: ALL

Agenda

1. Visit from Mohsen Soltani, former colleague
   Presentation and discussion on adapting courses in collaboration with industry
2. Approval of agenda
3. Approval of minutes of meeting 04.03.2026
4. Follow up after meeting 04.03.2026
5. General announcements
6. Minutes of semester group meetings (please note there are a large number of minutes)
7. RISK seminar
8. Name change: the word sustainable to be added to the Energy Engineering bachelor
9. Rules of delegation for the study board – minor updates
10. External examiner corps – annual report (in Danish)
11. AOB
12. Credit transfer and exemptions

Minutes

1. Visit from Mohsen Soltani, former colleague
Presentation and discussion on adapting courses in collaboration with industry

Mohsen Soltani is currently on leave from our department; he has worked here for more than a decade but is now with industry – namely Danfoss.

Mohsen has had a meeting with our head of department, Lars Storm Pedersen and head of section in Esbjerg, Simon Pedersen.

Mohsen has two items on his agenda:

- Teamwork tools: learning by doing
- Course content: test & validation

Teamwork tools: learning by doing
Students often use free, cloud-based platforms to collaborate on project work, for example Overleaf, Google Docs, and Dropbox. These tools are convenient and easy to use, as they support multiple users, real-time collaboration, and, in some cases, code editing.

However, their use can be problematic in the long term. From an industry perspective, such platforms are often considered high-risk in terms of data security, access control, and compliance, especially in projects involving sensitive data or non-disclosure agreements (NDAs).

For this reason, Mohsen recommends encouraging students to use Git. Git is one of the most widely used version control systems in industry and is commonly employed for code development, documentation, and report writing. Unlike platforms such as Overleaf, Git does not require storing data on third-party servers by default and can be hosted securely on approved institutional or company infrastructure.

In industry, open-source tools are often allowed, but this does not mean that all cloud services are acceptable. The key difference, for example, between Git and Overleaf is not whether they are “open source”, but where data is stored and who controls access. Git can be used locally or on secure, private servers, whereas Overleaf typically relies on external cloud services, which may violate security policies or NDAs.

Git is relatively easy to use and supports text editing, e.g. LaTeX documents. It is also compatible with tools such as MATLAB and Simulink. An additional advantage is that supervisors can easily follow project progress through version history and commit logs.

Adding to this, Mads notes that at the university we already recommend that students do not use Overleaf when an NDA applies to their project. Git is widely used in both academia and industry and aligns well with professional best practices.

Test and validation

A Test and Validation course has previously been introduced across all study programmes, following a strong request from our industry partners.

Mohsen points out that the course content has shifted towards statistics and control systems, which do not fully align with current industry needs. As a result, the intended focus on practical test and validation processes may have been diluted.

There may therefore be a need to revise the course content. It is important that students gain a clear understanding of what test and validation entails in practice. One possible approach could be to introduce more mini-projects, allowing students to work hands-on with realistic test and validation tasks.

For example, MathWorks has developed several test and validation toolboxes that are widely used in industry. Familiarity with such tools would be valuable for students and directly relevant to their future work.

Strengthening student competences in test and validation would benefit both students and industry partners. The use of the AAU Problem-Based Learning (PBL) approach could provide an effective framework for acquiring these practical skills.

Mohsen emphasizes that when graduates enter industry, they should be able to understand and follow established test and validation processes.

Oliver asks which specific testing procedures should be implemented at the university, noting that these could serve as direct examples for course coordinators to adapt within their teaching.

Action point: MMA will contact the course responsible teacher to arrange a meeting with Mohsen. In addition, Mohsen may be invited to give a guest lecture on industrial test and validation practices.

1. Approval of agenda
First of all, welcome to Jacob as an Observer. Jacob is on the second semester BE, Sustainable Energy.

Agenda approved.

2. Approval of minutes of meeting 04.03.2026
Minutes approved without comments.

3. Follow up after meeting 04.03.2026
Dropout rate – identify reasons, to be discussed (MMA, ALL – talk to study secretaries)
Previously: ALL has prepared an overview of reasons stated for dropout. The board finds that questions 1 and 2 cannot be distinguished. Also, there is nothing about online teaching. ALL will investigate further, including how these questions are asked (the procedure).

We have been in a dialogue with the Quality department, and they inform us that this data is collected in connection with the student's withdrawal through STADS self-service. As part of the withdrawal process, the student is asked in STADS to state the reason for their withdrawal, based on a number of predefined response options from which the student can choose. Consequently, the final data is based on the student's own interpretation of the response options as well as their interpretation of their personal situation.

It is the Quality department's interpretation that "The programme content did not meet my expectations" to a greater extent reflects an inadequate alignment of expectations at the beginning of the programme, whereas "Has lost academic interest in the programme" points to a later-emerging academic demotivation, where an interest in the academic content of the programme was initially present but has diminished over time.

Regarding greater clarity in the distinction between the two above reasons, as well as whether online teaching should be included as one of the response options concerning reasons for student attrition, this is unfortunately not something the Quality department is able to change at the present time. However, our comments are taken into consideration and recorded, so that they can be included the next time the withdrawal procedure is reviewed.

Update after meeting: MMA has brought this up at the ULM meeting (committee of Prodean, Heads of Studies and Chairs of Study Boards under the Engineering Faculty). Other participants agreed, and the Prodean will bring this to Prorector.

To be removed from the agenda.

Attendance Linear Algebra
- MMA has talked to teacher. No further action.
- To be removed from the agenda.

Knowledge about the study board and the actions we take
Previously: MMA will take this up at the section meeting and report back to study board (changes to be mentioned at first lecture in semester, information on Moodle about development of course rating)

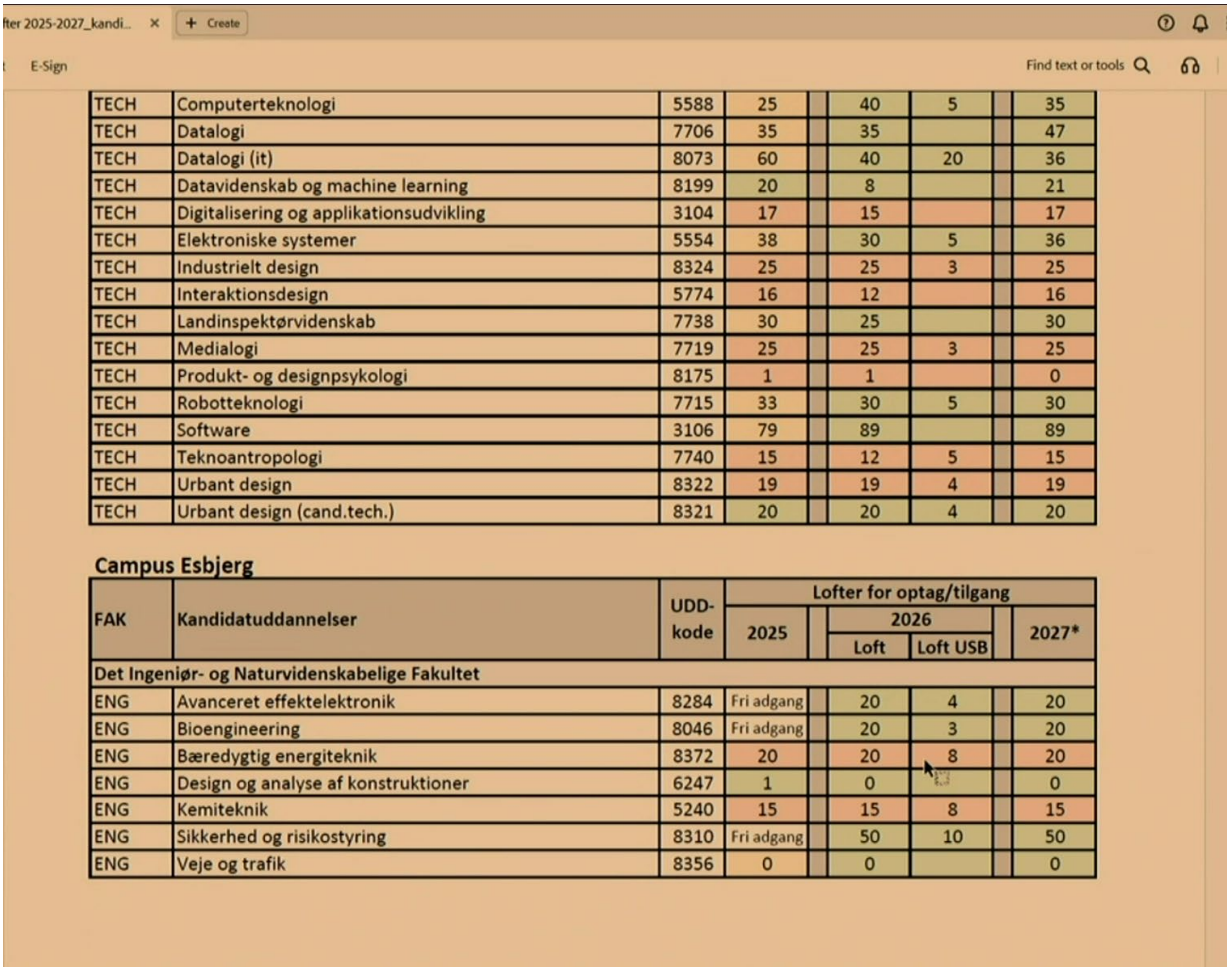
MMA has raised this issue at a section meeting; as a Study Board we can encourage teachers to do this, but we do not want to force teachers.

Already, MMA is giving coordinators a lot of practical information and tools that they can use (in the shape of ready-made PP presentations).

No further action.

4. General announcements

Drop out rates
Build – 4 out of 11 have dropped out; this is one more since March.
Admission caps 2025-2027



TECH	Computerteknologi	5588	25		40	5		35
TECH	Datalogi	7706	35		35			47
TECH	Datalogi (it)	8073	60		40	20		36
TECH	Datavidenskab og machine learning	8199	20		8			21
TECH	Digitalisering og applikationsudvikling	3104	17		15			17
TECH	Elektroniske systemer	5554	38		30	5		36
TECH	Industrielt design	8324	25		25	3		25
TECH	Interaktionsdesign	5774	16		12			16
TECH	Landinspektørvidenskab	7738	30		25			30
TECH	Medialogi	7719	25		25	3		25
TECH	Produkt- og designpsykologi	8175	1		1			0
TECH	Robotteknologi	7715	33		30	5		30
TECH	Software	3106	79		89			89
TECH	Teknoantropologi	7740	15		12	5		15
TECH	Urbant design	8322	19		19	4		19
TECH	Urbant design (cand.tech.)	8321	20		20	4		20

Campus Esbjerg

FAK	Kandidatuddannelser	UDD-kode	Lofter for optag/tilgang					
			2025		2026			2027*
					Loft	Loft USB		
Det Ingeniør- og Naturvidenskabelige Fakultet								
ENG	Avanceret effektelektronik	8284	Fri adgang		20	4		20
ENG	Bioengineering	8046	Fri adgang		20	3		20
ENG	Bæredygtig energiteknik	8372	20		20	8		20
ENG	Design og analyse af konstruktioner	6247	1		0			0
ENG	Kemiteknik	5240	15		15	8		15
ENG	Sikkerhed og risikostyring	8310	Fri adgang		50	10		50
ENG	Veje og trafik	8356	0		0			0

Comments:

- About Nepal, Bangladesh. We have been asked what the realistic values for our campuses are.
- Spaces/seats can be transferred because others are not using theirs.
- The coordinators are reviewing the applications that had a 1 March deadline.
- There will be more information on this subject later.

AAU Joint Programme Regulations
The AAU Joint Programme Regulations have been updated, including new rules concerning the 75 ECTS master's programmes. Further information is available here.

Flexible Master's Programme (Jesper Liniger)
A new working group has been established and is expected to complete its work by August, or possibly earlier.
There is a need for an internal discussion on how this development is communicated, as the introduction of the flexible master's' programme represents a significant change. There is a substantial risk of misinterpretation of the group's proposals by staff who are not part of the working group.
The new curricula for the flexible master's programmes must be compatible with industrial master's programmes (erhvervskandidater), which entails a number of constraints.

Following a request from Jesper Wengel, the department has been asked to present a proposal by the summer. The anticipated changes will be significantly less radical than initially planned.

As the overall learning objectives will remain unchanged, no ministerial approval or new accreditation will be required. These changes are important for the department's future, particularly considering declining student numbers. The flexible master's programme is also expected to be more attractive and adaptable for international students.

MPN agrees that this is an important issue and notes that the process so far has been somewhat chaotic. However, the work within the group is beginning to converge, and a certain level of consensus is emerging. It is essential that all decisions are interpreted correctly and that relevant information is shared within the department. Transparency is key in this process.

MMA adds that it has been a challenging process.

Mads and Matthias agree that study leader and study board chair should have regular meetings.

Mads and Birgitte Bak-Jensen will participate in the next study board meeting on 12 May 2026 at 10:00.

6. Minutes of semester group meetings (please note there are a large number of minutes)
A general remark about issues raised in semester group meetings. MMA and ALL are registering these issues so that we can follow progress over the semester.
Also, please note that the minutes from the semester group meetings are always sent to teachers, so they will see the students' feedback.

EN2
Introduction to Electrical Engineering
Teaching and assignments

- Mismatch between lectures and group assignments
- Exercises in the group sessions are significantly more difficult than the examples shown during lectures and are not well aligned, which hinders learning and intuition building.
- Lack of progression and concrete examples
- There is a need for clearer progression from easy to difficult tasks and more numerical, worked examples to make the theory less abstract.
- Slides and group assignments often lack solution examples, and some assignments do not have corresponding solutions in the textbook.

Expectations and course transparency

- Unclear expectations regarding learning outcomes
- Insufficient information about syllabus and preparation
- Students request clearer communication on Moodle regarding syllabus, required readings, and what will be covered in each lecture.
- Request for exam examples
- Access to examples of previous exam questions is requested to clarify the expected level and exam format.

Laboratory sessions

- Lack of structure and inefficient use of time
- The start of lab sessions was unstructured, and preparation materials (videos) did not match the actual equipment used.
- Students recommend a structured introduction at the beginning of lab sessions (e.g. a common walkthrough or short presentation) to ensure everyone understands the tasks before starting.

Comments:

- This is a new teacher, and MMA has talked to teacher. There is improvement in the time after the minutes were written. No further action.
- Regarding Moodle: This creates confusion when outdated information is reused without proper updates. A better procedure is needed to ensure that all imported content is reviewed and corrected in due time.

Calculus

Videos (produced in Aalborg)

- The videos are perceived as not useful
  - The structure is confusing.
  - They lack a clear start-to-finish walkthrough of concrete examples.

Comments:

- MPN will take this up with Math, as this has previously been discussed.
- MMA emphasizes the need for more detailed information to ensure that the correct information reaches the appropriate teachers. No further action will be taken until it is clear exactly which videos are involved.

Previous semester

- Energy systems and electro physics. MMA has talked to teacher. No further action.

AIE2

No students showed up.

Comments:

- The students on the study board say that there is a lack of feeling that the meetings are useful, that something is actually done about the issues raised.
- MMA adds that conversation is important; it is better to have Sara talk than send out an email.
- Can we do anything about the first study year? Energy and AIE could have joint meetings, and the professional bachelors also join.

Follow-up after meeting: MMA has spoken with the coordinator, who will reach out to the study secretary.

BA2

- General dissatisfaction with the fact that all literature is in English and linguistically difficult to understand.
- Students experience a paradox in the teacher speaking Danish in face-to-face teaching but using English-language teaching materials.
- Specific criticism of the Calculus videos regarding both quality and language.

Comments:

- English is a requirement if you are an engineer. In many companies, English is the working language.

Fundamental Statics and Strength of Materials

- Moodle. Students have difficulty understanding the teaching and how it aligns with the Moodle plan. The Moodle room is not updated.
- Dissatisfaction with reading textbook chapters that are not used in the teaching at all.
- There are limited opportunities to prepare for classes in advance.
- A general request for more structure and overview.

Comments:

- MMA has talked to teacher about Moodle.

- Oliver asks whether there is a plan for the lecturers to follow – and if there is follow-up. In other words: Does anybody make sure that Moodle is updated.
- MMA says that study secretaries send mails to lecturers before study start. He will, however, include this in his semester start-up presentation.
- It is a problem that Moodle rooms are not updated. MMA will take this to the next section meeting.
- There could be some small guideline that everybody should keep to – a low level om uniformity that would bring a lot of quality for the students: Is Moodle updated and well-structured, is the curriculum clearly aligned with teaching activities, and is the exam format communicated early and clearly?
- MMA says there is a template.

MT2

- MT2 also comment on the English language slides and exercises.
- Introduction to Electrical Engineering - Similar comment as EN2

Fundamental Statics and Strength of Materials

- MMA has already talked to teacher who has seen the comments.

EN4

Mechanics

- MMA has talked to teacher about communication about exam.

Fundamental Statics and Strength of Materials

- MMA has already talked to teacher who has seen the comments.

AIE4

Access to laboratories

Most students are concerned about the current access conditions and limited time available for using the lab facilities.

Comments:

- It is a departmental decision that the laboratories are only open during working hours. We cannot risk that students are harmed outside of hours and with no help immediately available.
- In general, you should always be two people together in the laboratories.
- ALL will send all comments about this subject to Mads Valentin Bram and Jeppe Nørgaard Villadsen.
- No further action.

Modelling and simulation

- The course felt a bit compressed.
- We await a response from the teacher. We will consider reviewing the course.
- Remains on agenda.

BA4

Previous semester.

Fundamental Statics and Strength of Materials

- As lectures were not held, some course content was not covered.
- Late cancellations.

Geotechnics and Foundation

- There was a planning mistake, which Oliver would like to address to avoid this from happening again.
- The study board will monitor this.

MA4

Nothing to remark.

EN6, DS
No students from the thermal direction.

Sustainable Energy Systems Integration

- Four different lecturers plus one guest lecture.
- There appeared to be no clear agreement between the teachers regarding course structure, responsibility for course content or who should cover which topics. Also, there was unclear communication about the course and exam.
- Furthermore, lecturers were not sufficiently adapted to online teaching.
- There is a need for better use of video-based teaching tools.
- Students have talked to MMA and he has talked to the teacher.

Comments:

- This is an entirely new course and some issues are expected.
- It was intentional to include a larger number of teachers, as they have different perspectives to the subject of integration.
- MMA will, however, raise this issue, at the next teacher distribution meeting.
- It would have been great if there had been some sort of coordination between the teachers.
- Oliver comments that if we had had a system in place, some sort of guidelines, there could be a framework the teachers can rely on. This would also help to include feedback.
- No further action for now, we will monitor next year.

Moodle

- Learning Objectives for Mixed Student Groups (Bachelor & Diploma). Only Bachelor project learning objectives were available on Moodle.
- We must ensure both Bachelor and Diploma learning objectives are clearly published and communicated. MMA will follow up.
- Also, the study secretaries can put up a new Moodle room. (the Energy bachelor will be in English from 2026 – not for current students though).

Erasmus Student

- Insufficient information from the institution regarding Erasmus student.

Comments

- The student showed up late, nobody seemed to know he was coming. We have not seen him since. No further action.

AIE6
Nothing to remark.

FPS2

- Recurring feedback not leading to improvement
- Students feel that previously raised concerns (e.g. sound quality in online teaching, readiness for online lectures, lack of technical preparation) have been repeated for several years without visible improvement. This creates frustration and a sense of not being listened to.
- Lack of coherence in online teaching setup
- No unified practice for Teams links (placement, timing, consistency). This causes confusion and inefficiency.

Comments:

- The Study Board proposes that there is one permanent Teams link per course, placed clearly in Moodle and used by all lecturers. This item remains on the agenda.
- We have tried to have more joint courses, to avoid online teaching.

- This is a question of economy.
- The teachers cannot be forced to record their lectures as has been proposed by the study board previously.
- It is a point in the department action plan to ensure adequate education of teachers on best practice in online teaching.

Fuel Conversion and Production

- Too many lecturers (4) in one course
- Very different teaching styles.
- Makes the course harder to follow and reduces continuity.
- It is more difficult for students to adapt and give constructive feedback.

Comments:

- Next time, MMA will argue that there should only be two teachers, however, this is a negotiation.

Modelling and Simulation of Biological Processes

- First two lectures were delivered by Aalborg teachers who seemed surprised that Esbjerg students were attending. There is a lack of coordination.
- Content appeared irrelevant and not properly targeted at the Esbjerg FPS students.
- MMA have talked with teacher about the first lecture from Aalborg. There was some degree of miscommunication in the planning of the course.

Optimisation

- About MATLAB. Jesper notes that you do not need a heavy MATLAB background.
- It is recommended that students take an online MATLAB course.

OES2

Nothing to remark.

RISK2

Previous semester. ALL to talk to study secretary to ensure that comments about last semester is sent to teachers.

7. AOB

Group rooms

The doors cannot be locked, and more people would use them if they could lock the doors. There has been a fair share of stealing across group rooms.

Comments:

- MMA will talk to CAS
- People are in the B wing now; the A wing is being renovated.
- Please note that only first year groups will have their own group rooms going forward. And there will be locks, MMA expects.

Follow-up after the meeting:
CAS will not install locks, MMA will talk to ASKR, Campus manager.

8. Credit transfer and exemptions (confidential)

Survey of list in WorkZone.

Action points, incl. responsible people – follow-up at Study board meeting 16 June (nb: these minutes have only been distributed after our meeting 12.05.2026, and the next meeting in an evaluation meeting 27.05.2026)

1. Visit from Mohsen Soltani, former colleague
Presentation and discussion on adapting courses in collaboration with industry
MMA will contact the course responsible teacher to arrange a meeting with Mohsen. In addition, Mohsen may be invited to give a guest lecture on industrial test and validation practices.

BA2, Fundamental Statics and Strength of Materials.

- MMA says that study secretaries send mails to lecturers before study start. He will, however, include this in his semester start-up presentation.
- It is a problem that Moodle rooms are not updated. MMA will take this to the next section meeting.
- There could be some small guideline that everybody should keep to – a low-level om uniformity that would bring a lot of quality for the students: Is Moodle updated and well-structured, is the curriculum clearly aligned with teaching activities, and is the exam format communicated early and clearly?
- MMA says there is a template.

AIE4
Access to laboratories
Most students are concerned about the current access conditions and limited time available for using the lab facilities.

- ALL will send all comments about this subject to Mads Valentin Bram and Jeppe Nørgaard Villadsen.

Modelling and simulation

- The course felt a bit compressed.
- We await a response from the teacher. We will consider reviewing the course.
- *Follow-up after meeting: ALL will contact teacher*

EN6
Moodle

- Learning Objectives for Mixed Student Groups (Bachelor & Diploma). Only Bachelor project learning objectives were available on Moodle.
- We must ensure both Bachelor and Diploma learning objectives are clearly published and communicated. MMA will follow up.
- Also, the study secretaries can put up a new Moodle room. (the Energy bachelor will be in English from 2026 – not for current students though).

RISK2
Previous semester. ALL to talk to study secretary to ensure that comments about last semester is sent to teachers.

FPS2

- Recurring feedback not leading to improvement
- Students feel that previously raised concerns (e.g. sound quality in online teaching, readiness for online lectures, lack of technical preparation) have been repeated for several years without visible improvement. This creates frustration and a sense of not being listened to.
- Lack of coherence in online teaching setup
- No unified practice for Teams links (placement, timing, consistency). This causes confusion and inefficiency.

Comments:

- The Study Board proposes that there is one permanent Teams link per course, placed clearly in Moodle and used by all lecturers. ALL will contact study secretaries. This item remains on the agenda.

Group rooms
The doors cannot be locked, and more people would use them if they could lock the doors. There has been a fair share of stealing across group rooms.

Follow-up after the meeting:
CAS will not install locks, MMA will talk to ASKR, Campus manager.

Items moved to next meeting's agenda (12.05.2026)

- RISK seminar
- Name change: the word sustainable to be added to the Energy Engineering bachelor
- Rules of delegation for the study board – minor updates
- External examiner corps – annual report (in Danish)