

Agenda

Subject	Meeting in the Study Board for Public Health	19. February 2026
Date/time of meeting	26 February 2026 at 12.30 – 14.30	
Location	Online via Teams. Members can access the meeting via the link in the invitation. Other interested parties may contact TKR to request access.	sn-fsv@health.sdu.dk T 6550 7565
Invited participants	<i>Members:</i> Lau Caspar Thygesen (LCT), Gabriele Berg-Beckhoff (GBB), Marie Broholm-Holst (MBH), Charlotte Overgaard (CO), Carlota Balaguer Llados (CBL) <i>Others:</i> Terese Kjær Rasmussen (SN) – Study coordinator	
Regrets		
Agenda circulated for information to		
Meeting Chair	Charlotte Overgaard	
Minutes prepared by	Terese Kjær Rasmussen	
Links to materials	Meeting materials, agenda, and minutes: SharePoint Applications: SAGA via Google Chrome, Edge or Firefox.	

1. **Approval of the Agenda** Agenda can be found on [SharePoint](#).

2. **Approval of latest minutes** Minutes from meeting in November is approved via written procedure.

3. **Briefing subjects**
 - a) Briefing by the Chair of the Study Board
 - b) Briefing by other members of the Board
 - c) Briefings from the Study Coordinator

Constitution: The Study Board's constitution was approved by the Dean on 21 January 2026.

4. **Quality assurance and development of education and teaching (§18, Subsection 4, No. 1)**

Teaching Evaluations from Autumn 2025

Case presentation:

New evaluations have been received from the autumn semester of 2025. For courses with a score of 3.91 or higher, there is no requirement to prepare an action plan.

Please note that the evaluation of Introduction to AI in academia includes answers from students across different programs.

Evaluations from Autumn 2025 with a score below 3.91:

 - Organisation, ledelse og management (2,71, 55,56%) - *The action plan is included as a separate attachment and is not found in Eval.*
 - Introduction to AI in academia (2,79, 60,7%) – *The evaluation and action plan is included as a separate attachment and is not found in Eval.*
 - Sundhedsfremme i praksis (3,90, 76,5%)
 - Advanced Qualitative Methods and Analysis (3,88, 15,4%)

Evaluations from Autumn 2025 with a score above 3.91:

 - Videregående epidemiologiske metoder (4,37, 29,4%) – *An action plan is made even though the score is above 3,91.*
 - Sundhedsfaktorer (4,36, 25%)
 - Videregående kvalitative metoder (3,95, 40,6%)
 - Videregående biostatistik (4,66, 50%)
 - Empowerment and Social Mobilisation for Health (4,26, 37,5%)
 - Krop og Folkesundhed (4,11, 19%) - *Only 4 students have completed the evaluation why it is not available.*
 - Forberedelse til bachelorprojekt (4,64, 22,2%) - *Only 4 students have completed the evaluation why it is not available.*
 - Register-based Analyses in Intervention Effect Studies (4,21, 33,3%) - *Only 2 students have completed the evaluation why it is not available.*

Attachments:

- Attachment 1 - Handleplan_OLM_evaluering E2025
- Attachment 2 - Evaluation - Introduction to AI in Academia - E25
- Attachment 3 - Action plan from AI in academia
- Evaluations can be found via [Eval](#).

Action Points:

The Study Board discusses the evaluations and decides with the action plans can be approved.

New Evaluation Concept at SUND*Case presentation:*

From January 2026, SUND's new concept for teaching evaluation will take effect. A short introductory video for course responsables (3 minutes) is available [here](#) (only in Danish). A webpage from SUND teach about teaching evaluation has also been published [here](#).

Going forward, evaluations will to a much greater extent be conducted orally, with increased emphasis on supporting teachers and course responsables in ongoing, [dialogue-based evaluations](#) with students. Electronic end-of-course evaluations will still be conducted but only every fourth time a course is offered (or when decided by the Study Board).

In addition, the evaluation score will be removed entirely, and the focus will shift towards constructive reflection and continuous learning and development. The previous "action plan" will be replaced by a "follow-up note", to be completed by the course responsible after each written end-of-course evaluation. The follow-up note must adopt a forward-looking and developmental perspective.

The mandatory questions in the written end-of-course evaluation have been revised based on input from consultation rounds with lecturers and study managers.

The mandatory questions applicable from spring 2026 are available [here](#) (only in Danish). They involve students' self-evaluation, administrative matters and the delivery of teaching. Furthermore, the Study Board has the option to add up to three questions to the written course evaluations. The three optional questions may be defined at programme level, but not at course level. Project-oriented courses, the bachelor project and the master's thesis will continue to have their own evaluations, using the same questions as previously.

In this context, it may also become relevant later in this spring to revise the Study Board's current regularity plan. The attachment shows which courses are scheduled for evaluation in spring 2026 (see the F26 tab in the Excel file).

During the spring, the Study Board, course responsables and the students should receive further material related to the new evaluation concept.

Attachments:

- Attachment 4 - Regularitetsplan over evalueringer

Action point:

Study Board discusses and decides on the following:

- Whether additional questions are to be added the written evaluations in spring 2026 and, if so, the wording of these questions.

- Whether the current regularity plan of evaluation should be revised to align with the requirement of evaluation every fourth course offering.
- How the new evaluation concept should be communicated to course responsables.

Consultation on proposed new Study Structure for Master's

Case presentation:

As a consequence of the Master's reform, SDU is required to implement new one-year master's programmes (75 ECTS), and the existing two-year master's programmes must be shortened by one month. SDU must therefore establish a revised study structure that accommodates both academic and administrative requirements.

A central proposal for a future study structure for SDU's master's programmes has been prepared and has been sent for consultation by the Rectorate. The proposal outlines the key considerations underlying the chosen structure, as well as an overview of alternative structures examined during the preparatory work.

The proposal has been developed within the framework of SDU's programme for the implementation of the Master's reform and is based, among other things, on recommendations from the Education Council

Attachments:

- Attachment 5 - Høringsbrev
- Attachment 6 - Forslag til studiestruktur for SDU's kandidatuddannelser
- Attachment 7 - Skabelon til hørings svar

Action point:

The Study Board discusses the proposed study structure and completes the template prepared for the consultation response, where relevant.

In addition, the Rectorate has requested that the Study Board consider how quickly the assessment of Master's theses and major written assignments can realistically be completed. The length of the assessment period will, in principle, determine the deadline for completing the previous semester's examinations, provided that the duration of the writing period remains unchanged.

5. Curriculum, course descriptions (§18, Subsection 4, No. 2)

Minor Change of Exam description in Videnskabsteori and Prioritering i FSV

Case presentation

The course responsables in both *Videnskabsteori* og *Prioritering i folkesundhedsvidenskab* has previously wished to remove the preparation time for the oral exam from autumn 2026. Instead, they wish to conduct the exam as an oral test without preparation but with a handout of examination question a week before the exam.

The study board processed the above request on the meeting in januar but found it unclear what students are expected to do during the proposed preparation week and how extensive the task is. The Study Board had difficulty seeing the need for one week of preparation when the oral examination itself lasts only 20 minutes. TKR has asked the course responsible for clear academic justification for the need of multiple days of preparation.

After a meeting between the head of study, TKR and the relevant course responsables discussing the above. The course responsables decided to avoid the handout and continue with 20 minutes of preparation and 20 minutes of oral exam. But then the course responsables wish that the examination questions will is not made available before the official 20 minutes of preparation - but is of course an implicit part of the teaching.

Due to the above they wish the following minor changes in the course descriptions:

Prioritering i folkesundhedsvidenskab: *Individuel mundtlig prøve med forberedelse. Undervejs i undervisningen udarbejder den studerende en række synopseser, som kan anvendes som forberedelse til eksamen. Til selve eksamen trækker den studerende et spørgsmål til én af disse synopseser. Den studerende får 20 minutter til at forberede sig. Herefter eksamineres den studerende i 20 minutter, inklusiv votering.*

Videnskabsteori: Nuværende beskrivelse af eksamen: *Individuel mundtlig prøve med forberedelse. Den studerende trækker et spørgsmål. Alle spørgsmål, som den studerende har mulighed for at trække har været gennemgået i undervisningen. Den studerende har 20 minutter til at forberede sig, hvorefter den studerende eksamineres i 20 minutter inklusiv votering*

Attachments

- Link to course descriptions (Autumn 2025):
https://mitsdu.dk/da/mit_studie/kandidat/folkesundhedsvidenskab-kandidat-odense/undervisning/fagbeskrivelser

Action Points

The Study Board decides whether the proposed changes to the examination descriptions can be approved.

Number of lessons and changed exam form in Bridging Course

Case presentation:

The course description states that the course includes 23 teaching hours. However, in connection with an update of the course webpage, the course responsible has clarified that 35 teaching hours have in fact been scheduled in recent years. The course is 7.5 ECTS credits.

Furthermore, the course responsible requests to change the exam form from a written home assignment to an online oral examination. The proposed change is motivated by the increasing availability and use of artificial. The course responsible assesses that an oral examination provides a more valid and reliable assessment form under these conditions. See further arguments for the change in attachment 9.

The programme and administration will need to clarify some clear guidelines for online oral examinations. Guidelines for conducting online thesis defenses have been made (see page 11 and 12 in the [master's thesis guidelines](#)). The course responsible considers that these guidelines can also be applied to this examination.

Attachments

- *Attachment 8 – Description of the exam*
- *Attachment 9 - Form for Curriculum Changes for the dean*

Action point:

The Study Board discusses whether the number of teaching hours should be increased to 35 hours and if the proposed exam form and description can be approved from summer 2026.

Changes in Contemporary Public Health og Project and Career Management

Case presentation

In recent years, challenges have arisen in the first two courses of the Master's programme in Public Health. These challenges are primarily due to several international students not being able to participate at the start of the courses, for example because their visas were not granted in time for the beginning of the semester. This has led to difficulties in group formation and, consequently, in relation to the examinations.

Following meetings between the course responsables, the study manager and TKR, possible measures to reduce these challenges for both staff and students have been discussed. The proposed changes should be viewed in this context.

In *Contemporary Public Health*, the course responsible proposes changing the examination to an individual format. Group work will remain part of the course but will no longer be linked to the examination. From autumn 2026, the exam is proposed to be conducted as follows: Individual oral examination with preparation time. Students will have 20 minutes for preparation and 20 minutes for the oral examination, including voting and grading.

In *Project and Career Management*, the course responsible wishes to retain the current examination format: "Written group assignment (synopsis) combined with oral defence during a seminar." However, group formation will take place after 21 September in order to address the challenges described above.

Additionally, it is proposed that 5 minutes per group be allocated specifically for voting and grading, rather than this being included within the 5 minutes per student. The proposed duration is therefore: "5 minutes per student and 5 minutes for voting and grading per group."

Attachments

- Link to course descriptions (Autumn 2025):
https://mitsdu.dk/da/mit_studie/kandidat/folkesundhedsvidenskab-kandidat-odense/undervisning/fagbeskrivelser

Action Points

The Study Board discusses whether the proposed change in the examination format in Contemporary Public Health and the proposed change in the duration of the examination in Project and Career Management can be approved.

6. Other matters (§ 18, Subsection 4, No. 5)

7. Applications from students (§ 18, Subsection 4, no. 4)

Applications from students can be accessed via SAGA - <https://saga.sdu.dk/>