

Minutes

Subject	Meeting in the Study Board for Public Health	19 March 2026
Date/time of meeting	18 March 2026 at 13.00 - 15.30	
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 February 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
- Quota 2 applications: LCT informed the Study Board of a positive increase in the number of quota 2 applications for the Bachelor's programme. There is an increase both in the total number of applications and in the number of first-priority applications.
- Upcoming School Visit: GBB informed that Sukkertoppen Gymnasium (HTX) – a secondary school with a particular focus on science, technology, engineering and mathematics – will visit Campus Esbjerg on 24 March 2026.
- c) Briefings from the Study Coordinator
- Number of applications for the master's programmes: The final application deadline for the master's programmes was 1 March. The applications have not yet been processed, which means that some uncertainty remains about the grouping below.
- Public Health has received 92 applications. Of these, 30 are from Denmark (including one applicant with a legal claim), four from other Nordic countries, 36 from various EU countries, and 22 from non-EU countries. The latter group had an application deadline of 1 February and, unfortunately, the number has already been reduced to 9 applicants after the first round of processing.
 - Folkesundhedsvidenskab has received 168 applications (149 in 2025), 22 of whom hold a legal claim to admission (17 in 2025).
- Information on maternity leave: TKR will commence maternity leave on 8 May 2026. A maternity cover has been appointed and will start on 7 April 2026. She will attend the Study Board meeting on 23 April 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
- The other evaluations can be found via [Eval](#).

Action Points:

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

Case discussion

Organisation, ledelse og management - The action plan was approved. The Study Board discussed the issue of long teaching sessions. It should be made clear to course responsables that they may request to divide teaching across two sessions instead of one extended block. The Study Board recommends that course responsables consider splitting teaching over two days, or otherwise structuring the teaching in a way that best supports the delivery of the course.

AI in Academia - The Study Board expressed concern about the poor evaluation results and the lack of sufficient health-related and/or study-related content. The course was considered to have too strong a technical focus. The Board also noted that the current action plan does not address the problems raised in the evaluation. At this stage, the Study Board

supports offering the course for one additional iteration but finds that the allocation of ECTS credit does not appear appropriate with the issue continues. The Board suggested developing video materials, podcasts, or similar resources on the use of AI — applicable to both AI for Academia (BA level) and the Master's programme.

Sundhedsfremme i praksis - The action plan was approved *with no comments*.

Advanced Qualitative Methods and Analysis - With only six responses, no changes will be made at this time. The Study Board encourages allocating dedicated time for completing the evaluation in order to increase the response rate. A question was raised regarding whether the course should be evaluated again in Autumn 2026 due to the appointment of a new course responsible.

The Study Board noted the overall positive evaluations, but also the consistently very low response rates.

Decision:

All action plans, except the plan for AI in Academia, was approved. TKR will add *Advanced Qualitative Methods and Analysis* and *Advanced Epidemiology* to the list of written evaluations on autumn 2026 due to new course responsables.

Welcome Survey – Study Start 2025

Case presentation:

This autumn, the Faculty of Health Sciences has carried out the Welcome Survey for all new bachelor students. This survey is a merger of previous study start surveys and various marketing surveys, and it has now been conducted at the Faculty of Health Sciences in both 2024 and 2025.

In November 2025, the Study Board discussed *the evaluation of the social study start*. The Study Board found that the evaluation results were very positive overall and that there were clear signs of improvement compared with the corresponding evaluation from 2024. At the meeting, it was agreed that LCT would also aim to arrange for the academic and social tutors to be the same students next year.

Based on the previous discussion in the Study Board, the Welcome Survey 2025 is presented *for information only*. Unfortunately, TKR cannot share the full survey with the Study Board, and a partially summarized overview has therefore been prepared.

Attachments:

- Attachment 4 – Welcome Survey – Summary (TKR)

Action Points:

The Study Board reviews the Welcome Survey.

Case discussion

The Study Board had no comments to the Welcome Survey.

Study Data, Attention Point and Danish Student Survey

Case presentation:

Data has been compiled on student dropout, unemployment rates, transition rates and study intensity. In August 2026, a status meeting will be held for the programmes. Prior to this meeting (already in March), the study management must complete the Digital Education Status (DUS). Study data constitutes a key element of the DUS, and the Study Board may provide input to support study management in completing it.

At the 2026 status meeting, the following areas have been identified as particular attention points for the programmes: admission to the bachelor's programme, dropout (bachelor) and transition rates to the Master's programmes, graduate unemployment, admission to the Master's programme in Public Health, and study intensity. Data about the attention points is included in attachment 5.

In addition to the above, the results of the [Danish Student Survey](#) (DKSU), conducted in November 2025 by the Danish Agency for Higher Education and Science, have now been released, including data about the study environment, well-being of the students etc.

Attachments (all only in Danish):

- Attachment 5 - Diverse studiedata samlet
- Attachment 6 - Danmarks studieundersøgelse 2025 - BA
- Attachment 7 - Danmarks studieundersøgelse 2025 - KA FSV
- Attachment 8 - Danmarks studieundersøgelse 2025 - PH

Action Points:

The Study Board reviews and discusses the survey and data. The Study Board also considers whether the results give rise to any follow-up actions.

Case discussion

Academic Environment (BA, Odense): The academic environment for the bachelor programme may be affected by the fact that most teaching staff are based in Copenhagen and Esbjerg. The lecturers are spread across campuses and faculties, which can pose challenges for both students and instructors.

Study Intensity – Ongoing Focus Area: There is a need for additional initiatives. One suggestion was to distribute scheduling more evenly across all weekdays, so that more study activities are planned throughout the week. However, a challenge is that many students commute, which can also present financial difficulties.

There is a perception that students frequently state in evaluations that the workload is too high, leading some course responsables to adjust the workload accordingly. The Study Board emphasized that course responsables should not necessarily reduce workload solely based on evaluation feedback.

The Study Board considers this to be, at least partly, a cultural issue.

The Board also noted that the issue has gradually worsened year by year, and it is a challenging one to address. It was suggested that AI tools might have contributed to the negative development.

For Public Health in autumn 2025, the situation and uncertainty regarding students from non-European countries is considered to have had an impact on student well-being and study intensity. It is also possible that the general uncertainty surrounding Public Health is influencing both study intensity and well-being.

Student Well-Being: Attempts have been made to organize social activities, but participation cannot be assumed. The Board discussed the idea of a student coordinator and a more structured organisation of social initiatives during the Public Health programme's study start might be beneficial.

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

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 responsible, 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/folkesundhedsvideenskab-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.

Decision:

All changes were approved, primarily with a view to addressing the challenges experienced in recent years with international students arriving too late to participate in group work on the first semester.

Use of AI-aids in Examinations (All Programmes)

Case presentation:

Most course responsables across both the Master's programmes and the bachelor's programme have submitted proposals specifying how AI may be used in relation to the various examinations. The proposals consist of clarifications in the course description field on permitted aids, specifying whether and how AI may or may not be used during examinations.

The study management and TKR have reviewed the proposals. TKR has aligned the wording and ensured consistency with the existing descriptions of permitted aids. TKR's adjustments, comments, and (if relevant) extra proposals are presented in the green column, while the original descriptions from the course responsables are shown in the orange column.

Attachments:

- Attachment 9 – AI aids at exams – Public Health
- Attachment 10 - AI hjælpemidler til eksamen - FSV KA (*only in danish*)
- Attachment 11 - AI hjælpemidler oversigt - FSV BA (samlet) (*only in danish*)

Action Points

The Study Board reviews the proposals from the course responsables and will decide whether they can be approved.

Decision:

All changes regarding specifying the use of AI at exams were approved, and the missing courses will be addressed at the April meeting. LCT and GBB will send the descriptions for the missing courses in a new excel file to TKR. TKR has aligned the wording across the courses, and these standardised formulations will be entered into the course descriptions.

In general, AI can be used as a sparring tool for many examinations. Few course responsables has allowed the full use of AI. The Study Board briefly discussed the relevance of integrating AI into the teaching itself.

Change in Course Sequence – Master's in Odense

Case presentation:

It has been requested to change the sequence of two courses in the Master's programme in Odense so that the following courses switch places: *Videregående epidemiologiske metoder* and *Implementering i teori og praksis*. The change is proposed to take effect from autumn 2026:

If the request is approved the study overview will look as follows:

- 1. semester, 2. quarter: *Implementering i teori og praksis* and *Videregående kvalitative metoder* (in total 15 ECTS)
- 2. semester, 1. quarter: *Videregående epidemiologiske metoder* and *Anvendt biostatistik* (in total 15 ECTS)

The proposed change is based on feedback from students in the first two cohorts, who have reported a very high workload during the second quarter of the first semester. The change would also allow for closer academic alignment between related courses.

TKR has reviewed the potential implications of switching the courses and notes that the January exam schedule may become somewhat more complex. Previously, *Videregående epidemiologiske metoder* required one day of exam. With the proposed change, the schedule would need to accommodate two days of oral examinations, two reading periods for written assignments, and three days for the three oral re-examinations. It will therefore not be possible to avoid re-examinations taking place between the submission of assignments and the oral examinations in the ordinary exam period. If exam scheduling proves too impractical, a change in the examination form of either *Implementering i teori og praksis* or *Videregående kvalitative metoder* will need to be considered. In addition, a small number of students *may be* affected due to parental leave during E25, F26 or E26. The Study Board should therefore be prepared to consider individual solutions in such cases.

Action point:

The Study Board discusses whether the requested change in the course sequence can be approved.

Decision:

The revised sequence was approved starting from autumn 2026.

A further discussion will be held at a later meeting regarding the frequent overlap between re-examinations and ordinary examinations, particularly as several examinations run over multiple days. TKR will bring overview charts to the Study Board to provide a clearer picture of what an examination period looks like in practice for a student with re-examinations, and how these are scheduled “in between” the ordinary examinations.

Minor change in *Anvendt biostatistik*

Case Presentation:

The course responsible propose that the course should place less emphasis on the statistical software Stata. He therefore request that the course description no longer specifies Stata as the software used, but instead refers to the statistical software in more general terms.

Attachments:

- Attachment 12 – Forslag til ændringer - Anvendt biostat

Action Points:

The Study Board discusses whether the proposed changes can be approved.

Decision:

The changes were approved.

Follow up - Article-based Master's Theses Written in Pairs*Case presentation:*

The study management and the course responsible for the master's thesis have discussed an inquiry from a student regarding the scope of an article-based thesis when written by two students together. The inquiry prompted a discussion of whether it is appropriate to allow two students to write an article-based thesis jointly. At present, this is permitted, as the course description specifies that the thesis may be written in groups of two students. Any change to this rule could take effect no earlier than autumn 2026.

At the meeting in November, The Study Board was unable to reach a consensus. Since the meeting TKR has investigated how common article-based theses are at the other programmes at the HEALTH Faculty and whether it is possible for two students to write together.

- Medicine: All students must write an article-based thesis. The thesis may be completed individually or in pairs.
- Pharmacy: Students may choose to write an article-based thesis. It is possible for several students to write together, although this is not the norm.
- Audiology: Only a small number of article-based theses are submitted.
- "The Five": In Clinical Nursing, students must write an article-based thesis and may do so in groups, although this is not common. In the other programmes (except Physiotherapy), students may choose an article-based thesis and can in principle write in groups, but it is unclear if this has happened.
- Psychology: The distinction between article-based and dissertation-style theses is not clearly defined in the course description, but it is stated that the students may write in pairs.
- Health and Sports Science: Students may choose to write an article-based thesis, and it is possible for several students to write together.

As the above shows, none of the other programmes have explicitly defined that article-based theses may not be written in pairs, however, there appear to be very few cases where this has occurred, and it does not seem to have been a topic of discussion in the other programmes.

Action point:

The Study Board continues its discussion on article-based theses written by two students and discusses whether it should be continuously possible to write an article-based master's thesis in pairs.

Decision:

No changes will be made, and students may therefore, in principle, write an article-based thesis together as a pair. However, a supervisor may of course choose to encourage students towards either a classic master's thesis or article-based thesis depending on the number of students.

Elective course offer the Master's in Medicine

Case presentation:

The Master's programme in Medicine contacted the Study Board with an offer to make the elective course in *Kvalitative forskningsmetoder i sundhedsvidenskabelig forskning* available to the Master's students at Public Health and Folkesundhedsvidenskab. The elective is currently offered to medical students during their thesis semester.

The course carries 5 ECTS credits and is offered in both the spring and autumn semesters, with teaching taking place over five full days at the beginning of the semester. In autumn 2025, for example, the teaching was scheduled on five Mondays during the period from week 36 to week 44.

Attachments:

- The course description is found here: <https://odin.sdu.dk/sitecore/index.php?a=fagbesk&id=188212&lang=da>

Action Points:

The Study Board discusses whether the elective course could be relevant for the Master's students. The Study Board should consider any potential overlap with the programme's own compulsory courses in qualitative methods.

Decision:

The Study Board does not intend to add an elective about qualitative methods. Medical students are welcome to attend our obligatory courses in advanced qualitative methods.

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

Philosophy of Science in Major Written Assignments

Case presentation:

Within the teaching group at SIF, there has for some time been a discussion about how philosophy of science (videnskabsteori) should be incorporated in major written assignments. It has been observed that there is currently considerable variation in how theory and philosophy of science are addressed in Master's theses and bachelor projects.

Based on these discussions, the attached document has been prepared outlining how philosophy of science may appropriately be addressed in major written assignments. The document has also been circulated for comments within the teaching group at SIF. Overall, there is a desire for philosophy of science to be addressed more explicitly in major written assignments, including the bachelor project and the Master's thesis in Public Health Science.

The document is intended as guidance for supervisors in order to support a shared understanding of what is expected regarding philosophy of science in major written assignments.

Attachments:

- Attachment 13 - Videnskabsteori i skriftlige opgaver (*only in Danish*)

Action point:

The Study Board discusses the proposed guidance. At present, no changes to course descriptions or curriculum are required.

Decision:

CO believe it would have been beneficial to include course responsables and supervisors from IST in the process.

The intention is not for the document to serve a legal function, and at this stage there are no plans to incorporate philosophy of science into the learning objectives or similar elements.

For the Bachelor's programme, supervisors should align their expectations so that all supervisors have more or less the same understanding regarding the extent to which philosophy of science should be included.

The document may be shared among the full group of supervisors and could potentially be included as an item at a future Teacher's Day.

A brief introduction to philosophy of science in the Bridging Course could also be considered. Relevant course responsables may contact GGB or Linda Juel Ahrenfeldt if this is of interest.

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

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