

Minutes

Subject	Meeting in the Study Board for Public Health	20. November 2025
Date/time of meeting	19 November 2025 at 14.00 – 16.00	
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), Ida Korsgaard Gervil (IKG), Sara Mojaza (SM), Aisha Al-Bayati (AAB), Carlota Balaguer Lladós (CBL) <i>Others and guests:</i> Per Æbelø - Chef for uddannelseskvalitet ved SUND Terese Kjær Rasmussen (SN) – Study coordinator	
Regrets	Sara Mojaza	
Agenda circulated for information to	Leena Eklund Karlson (LEK)	
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](#).

There were the following changes to the agenda: The item concerning the *Annual Cycle for Education Quality and Development* was, due to Per's participation, discussed as the first matter. Afterwards the Study Board was informed about the briefing subjects and the agenda continued as outlined below.

2. Approval of latest minutes

Minutes from meeting in August are approved via written procedure.

3. Briefing subjects

a) Briefing by the Chair of the Study Board

Strategic Management Seminar at SUND: CO attended the seminar on behalf of the Study Managers, who unfortunately would not participate. The seminar was about the implementation of SUND's Education and Research Strategy and focused on how the programmes currently work with, or can further support, the matters in the strategy. CO presented the Master's programmes in Public Health and their alignment with the strategy, particularly regarding practice-oriented activities and the integration of research in teaching. CO reported positive feedback on both the programmes' strategic alignment and the implementation of the strategy.

b) Briefing by other members of the Board

Teaching and Learning Conference about AI

LCT har deltaget i konference, som omhandlede både muligheder og udfordringer relateret til AI. Vi må lære at bruge AI på en god måde og i forlængelse heraf påbegyndes arbejdet med at præcisere i fagbeskrivelserne, hvordan AI indgår i de enkelt fag og eksamener. Dette arbejde starter i foråret 2026.

Status on the Development of the New Bachelor's Curriculum:

CO wishes to provide the Study Board with a brief update on the process concerning the development of the new bachelor curriculum, including current deadlines, progress, and practical organization.

Der har været afholdt teacher day, hvor alle undervisere præsenterede deres fag og alle fik blik for eventuelle overlap. Der er nedsat en mindre arbejdsgruppe. Studienævnet vil også blive inddraget i processen, når arbejdsgruppen har kigget på uddannelsen læringsmål. Der afholdes løbende møder og håbet er, at studienævnet allerede kan give første omgang af input på mødet i december. Lige nu handler drøftelsen om de mere generelle læringsmål og kompetence profil. Der er ikke en klar proces i øjeblikket, men arbejdsgruppen forventer, at der kommer mange omgang af behandling og feedback til studienævnet. TKR kan bid

Peer-to-peer talk with Education Esbjerg: Der er afholdt peer-to-peer event på Public Health, hvor de studerende deltog og fik information omkring studielivet. Det var en positive oplevelse, selvom det kan være svært at motivere de studerende til at deltage.

c) Briefings from the Study Coordinator

Requirements for English upon Admission has been increased: From February 2026 a higher test score for demonstrating English at level B is required when applying for admission will apply. [The](#)

[website](#) has been updated accordingly:

- IELTS: The required overall score increases from 6.0 to 7.0. In addition, a new requirement has been introduced stipulating a minimum score of 6.5 in each component of the test.
- TOEFL: The required overall score increases from 88 to 94. A new requirement has also been introduced stipulating a minimum score of 22 in each component of the test.

Revised Admission Requirements for Public Health: The programme in Public Health was urgently required to tighten its admission requirements following the political focus on the intake of students from non-European countries. TKR reviewed the academic backgrounds of students admitted in 2025 to provide an informed recommendation for the revision. Following discussions with the study manager and the faculty, the admission requirements for 2026 were urgently revised as follows: Applicants must have at least 3 ECTS in health-related methods, and At least 5 ECTS in either health-related topics or health systems. The existing requirement of a minimum of 7.5 ECTS in epidemiology and biostatistics (or completion of the Bridging Course) remains unchanged. The revised admission requirements can be found [here](#). Previously applicants needed 10 ECTS within health-related topics, health systems or health-related methods in total.

New mandatory prerequisites for the Bachelor Project:

From Autumn 2026, a mandatory prerequisite will be introduced for the Bachelor Project. From spring 2027 students must have passed 120 ECTS before starting the project. This requirement is probably not relevant for the bachelor in FSV, but as there is no current requirement, this cannot be confirmed.

Uncontested Election

The election will officially conclude on 28 November 2025. However, it has already been announced on [the election website](#) (under "view the candidate list") that there is an uncontested election for the Study Board for Public Health. All academic staff members will continue in the Board and student representative CBL will also continue. The Study Board will lack three student representatives in 2026. Recruiting new student members cannot happen before January 2026.

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

Annual Cycle for Education Quality and Development

Case presentation

The faculty has prepared an annual cycle for the Study Boards' work on education quality and development. The purpose is to provide an overview and greater clarity regarding data deliveries and processing in the Study Board.

The Study Board is already familiar with most of it's content but, as part of SUND's new educational strategy, a focus on the [sub-policies](#) has been included.

The Head of Education Quality, Per Æbelø, will attend the meeting and present the background for the annual cycle, as well as its purpose and the broader context of the quality assurance work.

Attachments:

- *Årshjul for arbejdet med Uddannelses kvalitet og -udvikling i SUND*

Action Points:

The Study Board is informed about the Annual Cycle and the quality assurance framework. If relevant, the Study Board may discuss and ask Per Æbelø questions regarding the Annual Cycle and its implementation.

Case Discussion:

PÆ presented the overall framework of the quality assurance system, emphasising that it should be viewed as a developmental tool rather than a control mechanism. The new system places greater focus on strategic objectives, development and continuous improvement, which shifts the Study Board's role towards more strategic work.

The new annual cycle was also presented. It includes some flexibility, provided activities align with the fixed elements in the "red line". Discussions within the "blue line" may be scheduled with more flexibility regarding the timely placement of the discussion in the board.

The main change is that the Study Board must now identify and prioritise the most relevant discussions based on data, strategy and programme development. PÆ also noted that study management will play a larger role in selecting relevant themes, including those related to the sub-policies, many of which are likely to be relevant across programmes.

Teaching Evaluations (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.

Evaluations from Autumn 2025 with a score above 3.91:

- Human Health Summerschool

Attachments:

- Human Health _E25_FSV and Public health (*The attached evaluation is only based on responses from students at Public Health and Folkesundhedsvidenskab.*)

Action Points:

The Study Board reviews evaluations with a score above 3.91.

Case Discussion:

Postponed to the December meeting.

Examination Statistics from Spring 2025

Case presentation:

The examination statistics from the spring semester of 2025 are finalized.

Attachments:

- Exam statistics - spring 2025 (excel)

Action Points:

The Study Board discusses the examination statistics to assess whether any results may require further action.

Case discussion:

LCT noted that the examination statistics show similar patterns as last year. There is considerable variation between courses, with high grades in some and lower grades in others, which may be linked to differences in exam forms, for example, written on-site exams compared to assignments completed over the semester.

Decision:

The Study Board found that no further action was required.

Evaluation from the Social Study Start

Case presentation:

The new bachelor students have evaluated the social study start. 15 out of 29 students responded to the questionnaire – in practice closer to 25–26 students, as four of the 30 initially enrolled students did not pass the 'Studiestartsprøven'.

Attachments:

- *Evaluering af den sociale studiestart på FSV - E25*

Action Points:

The Study Board discusses the evaluation to assess whether any results require further action.

Case discussion:

The evaluation is positive and shows a clear improvement compared to last year. It likely worked well that the same two students served as both academic and social tutors.

Decision:

LCT will also aim to arrange for the academic and social tutors to be the same students next year.

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

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.

Action point:

The Study Board discusses whether it should be continuously possible to write an article-based master's thesis in pairs

Case discussion:

Concerns were raised regarding whether the second author receives appropriate recognition for the thesis, and how the programme ensures that both students are fully involved throughout the process. GBB noted that it may be necessary to require two articles, but this raises challenges regarding page limits and how to ensure a greater overall scope — both in terms of volume and workload—when two students write together. LCT mentioned that some scientific journals now allow joint first authorship, although this is not accepted by all journals. CO added that, in her experience as an external examiner, article-based theses written by two students have not been seen at AU or KU.

Decision:

The Study Board was unable to reach a consensus. TKR will investigate how common article-based theses are at the faculty and whether it is possible for two students to write together. The discussion will be revisited at a later meeting.

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

Bachelor Internship in Own Company*Case presentation:*

The study coordinator and the study management have discussed an inquiry regarding the possibility of completing an internship in one's own company as part of the bachelor's programme. This is currently possible at master's level, as stated on the website for the project-oriented course ([Esbjerg/Odense](#)). However, this option is not mentioned on the corresponding bachelor page.

Please note, however, that the format described on the Master's programme websites may no longer be relevant — i.e. the format involving a formalised process with entrepreneurs. TKR is currently clarifying this with SDU RIO.

Action point:

The Study Board discusses whether an internship in one's own company should be allowed as part of the bachelor's programme.

Case discussion:

The Study Board finds that bachelor students gain substantial insight through the internship, particularly regarding potential career paths and the value of gaining experience in a workplace setting. The Study Board assessed that this learning outcome cannot be achieved through an internship in one's own company. Many of our Master's students already have such workplace experience before starting the programme and the Study Board emphasizes that on the master programmes that internship is an elective. However, for Master's students we must have a process in place to confirm that they participate in the programme offered by SDU RIO; they cannot simply complete the internship in their own company.

Decision:

TKR will clarify on the Master's programme pages that an internship in one's own company requires participation in the SDU RIO programme. TKR will also coordinate with SDU RIO on how to document this participation, for example through a pre-approval or a confirmation to be submitted together with the internship report.

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

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