

Minutes

Subject	Meeting in the Study Board for Public Health	27. 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)- <i>untill 14.10</i> , Marie Broholm-Holst (MBH), Charlotte Overgaard (CO) - <i>until 14.00</i> , Carlota Balaguer Lladós (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](#).

The agenda was approved with a minor adjustment: The item concerning the evaluations was postponed, except for the evaluation of AI in Academia, which will, if the meeting time permits, be addressed before the applications for exemption
- 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

Open House in Odense 2026: The panel discussion linked to the BA programme worked very well again this year. Attendance at the MA events (all programmes) was very low. LCT suspects that the timing, midday on a Wednesday, was the primary issue. There were more online participants at the online evening event.

Open House in Esbjerg 2026: The event will be held on Saturday 28 February, which is a rather late date in relation to the application deadlines of 1 February and 1 March. Approximately 20 participants are expected on Saturday.

 - 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.

Decision:

Postponed to the meeting in March.

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 and teachers.

Case discussion

The Study Board discussed whether LCT suggested questions concerning 'progression' were relevant and perhaps more appropriate for the dialogue-based evaluations. The key question was whether such questions should be included in the written final evaluation. It seems difficult to formulate positive and open-ended questions about 'progression' for a questionnaire.

The Study Board also discussed the frequency of written final evaluation. Views differed, and the Study Board noted that it wishes to support the new evaluation concept and the related cultural shift. At the same time, the Study Board would like to receive more frequent input or a general sense of how courses are functioning, which they find is insufficient if written evaluations are only conducted every fourth iteration/year.

Decision:

The Study Board decided the following:

- Questions about 'progression' are more suitable for the dialogue-based evaluations. Furthermore, it was decided that no additional questions will be added for the evaluations in spring 2026. The matter will be revisited in August 2026.
- The regularity plan for spring 2026 will be maintained. The general structure of conducting written final evaluation every second iteration will remain in place.
- Teacher's Day in 2026 presents a good opportunity to involve teachers in the implementation and in shaping the roles of teachers and course responsables in the new evaluation concept. Furthermore LCT and MBH will mention the new concept at the SIF teachers' meeting. GBB will send an email about the new evaluation concept to teachers conducting evaluations in spring 2026. TKR will create the evaluations for spring 2026 asap and include a reminder to the courses on the 2nd quarter regarding the dialogue-based evaluations.

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 høringssvar

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.

Case discussion

The Board discussed to what extent considerations regarding the master's thesis — including the length of the writing period — should weigh more heavily than considerations related to the electives and exams on the third semester. The Study Board found it difficult to interpret the consultation material.

Decision:

The consultation response was prepared during the discussion. The main points of the response are as follows:

- A minimum of four months to write the Master's thesis is essential.
- A two-week assessment period for theses and major assignments is feasible.
- None of the proposed models are desirable; however, the suggested model is still considered the least problematic of the five options.
- Harmonisation across SDU is desirable — and preferably at the national level as well.

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 were 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 responsibilities discussing the above. The course responsibilities decided to avoid the handout and continue with 20 minutes of preparation and 20 minutes of oral exam. But then the course responsibilities wish that the examination questions will not be 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 synopsis, som kan anvendes som forberedelse til eksamen. Til selve eksamen trækker den studerende et spørgsmål til én af disse synopsis. 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.

Decision:

The proposed minor amendments to the examination description were 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 AI. 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.

Decision:

The requested changes were approved, as the importance of rapid assessment is particularly crucial for the Bridging Course. The examination form will be changed to an online oral exam.

A note was added stating that the high number of teaching hours — being an intensive programme — may present challenges in relation to time-zone differences for international student. It may therefore be relevant to consider recording at least some of the teaching sessions.

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/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.

Decision:

Postponed to the meeting in March.

**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/>