

Mødedato: 19-02-2020 15.15-17.00

Mødested: 1481-324

Mødeemne: Uddannelsesnævnsmøde Engelsk

Participants:

UN members:

Ushma Chauhan Jacobsen, Tabish Khair, Sandro Nielsen, Anne Schjoldager, Sten Vinkner, Johanne Amalie Cordt Corneliusen, Emily Virginia Hus, Amalie Kathrine Kjærulff, Emma Hundahl Kærsgaard, Sofie Lavall Nøjsen, Henriette Feldborg Olesen, Emilie Bak Sand

Observers:

Søren Elmholz Andersen (studievejledning), Ida Chalmer Hansen (studievejledning), Trine Susanne Johansen, Katherina Vowles-Sørensen, Louise Wennemoes Bjerregaard

Apologies:

Tenna Blindbæk, Matilde Nisbeth Brøgger, Ann Carroll-Bøgh, Frederik Gaardhøj Christiansen, Sara Dybris McQuaid, Dominic Rainsford, Mejse Voss.

Referat

Uddannelsesnævn Engelsk

Dato: 3. marts 2020

Ref: Louise Wennemoes Bjerregaard

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1. Approval of the agenda

The agenda was approved but it was pointed out that there was a possibility of not reaching item 10 in the agenda at this meeting.

2. Approval of the minutes

The minutes was approved.

3. Newsletter from Arts Studies

Louise Wennemoes Bjerregaard informed the UN about the most recent newsletter from Arts Studier, and explained that the management team at the faculty of Arts has decided to reduce the number of re-examinations in the Bachelor's Degree Programmes starting from autumn 2020. It was pointed out that the summer 2020 will be the last time to have re-examination for both spring and autumn courses. After this, only one re-examination per year will be offered in the same examination period as the ordinary exam with a few exceptions. It was explained that the first re-exam will be very soon after the ordinary exam, but the next re-exam option after that will not be until 12 months later, and not as until now 6 months later. The latter option (re-exams every 6 months) will only remain for certain particularly crucial exams such as exams from the first semester included in the first-year exam, exams that are placed on the 6th and the last semester of the Bachelor's Degree Programme, and exams that must be passed before you can go to other exams in the Degree Programme.

Furthermore, it was pointed out that the timetable (*turnusplan*) for Degree Programme Evaluations on the website has been updated for the period 2020-2024 and that BA IVK is scheduled for 2021. It was mentioned that it was still possible to register for the participation in the *Udannelsesdag* February 25, 2020.

4. Follow-up from the previous UN meeting

Sten Vikner, Chairman of the UN, pointed out that the webpage about the UN (including the list of Degree Programmes and UN members) has been updated. In this connection, it was also mentioned that Tabish Khair is a VIP observer, just like Anne Schjoldager.

However, some inconsistencies remained concerning degrees and their names on the webpage which the UN pointed out should be corrected for the next meeting. The text on the webpage will be corrected to:

”Uddannelsesnævnet dækker de to bacheloruddannelser i engelsk og i international virksomhedskommunikation i engelsk og de tre kandidatuddannelser i engelsk, i erhvervs-sprog og international erhvervsommunikation i engelsk og i interkulturelle studier. UN dækker ligeledes de fire bachelortilvalg i engelsk, i engelsk virksomhedskommunikation, i strategisk kommunikation i organisationer og i *Contemporary Communication in English*, samt kandidattilvalget i engelsk.”

5. Discussion of the end-of-term teaching evaluations from autumn 2019

Sten Vikner introduced the discussion, explaining that the evaluations had three types of files for each degree: coordinator summaries, degree summaries (by the Head of Department) and a set of figures for each degree, which might all be important to discuss. Furthermore, it was pointed out that the end-of-term teaching evaluations from autumn 2019 will end up with degree summaries, which must be in Danish and formulated in a way that is appropriate for publication on the AU website. They have to contain:

1. *En redegørelse for, hvilke(n) evalueringsmetode(r) der er blevet anvendt.*
2. *En oversigt over, hvilke kurser der er evaluert, fordelt på uddannelser og på BA- og KA-niveau.*
3. *Beskrivelser af vellykkede forhold, der kan være inspiration for andre.*
4. *Anbefalinger til indsatsområder og særlige tiltag, som evalueringerne har givet anledning til, inklusiv en redegørelse for, hvordan man påtænker at rette op på generelle kritiske forhold.*

The discussion started with the IVK English coordinator rapport (coordinator-evaluation-summary-19a-Engelsk-IVK) where Sandro Nielsen pointed out that the 0 % in the response score for *Hold 5* for the course “Introduction to the business environment” was a mistake, and that it instead should be corrected to 10 % in this rapport. However, the UN still questioned why the response score was that low for this group (*hold*) compared to the other groups. It was pointed out that one reason for this could be that the evaluation was not done at the lecture level (*forelæsning*) but instead at the seminar level (*holdundervisning*). Sten Vikner suggested maybe having the evaluations at the lecture level instead. This suggestion was rejected because evaluation had been at the lecture level before and it had changed back to the seminar level because this was found to result in more answers. Furthermore, it was pointed out that the lecturers and coordinators need the evaluations from seminars but they have no access to them in this setup. It was pointed out that the course coordinator (*kursusansvarlig*) should have the access to the evaluations and it is the course coordinator’s responsibility to spread the information to all the teachers.

It was pointed out that the course “English language in theory and practice” had significantly improved in the IVK English coordinator rapport (coordinator-evaluation-summary-19a-Engelsk-IVK). In the same rapport, the course “Corporate communication and PR” was further discussed because it was pointed out that the response score had been in yellow and red for some time. It was mentioned that the scheduling had been bad since it was placed in the late afternoon after two other courses. It was also pointed out that there were issues with teaching the assignments in that the students were uncertain about what they supposed to learn in the course. Furthermore, it was pointed out that only one course in the first semester, where this course is placed, has a graded exam and the students therefore invest more time in the graded course and not with this one.

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The discussion then moved on to deal with the degree summaries by the Head of Department:

First, concerning the summary to IVK English (dept-head-evaluation-summary-19a-IVK BA): It was pointed out regarding the comments to the *Opfølgning: Beskriv her eventuelle tiltag, der skal indarbejdes i uddannelsens handleplan* that the placement and scheduling of the lectures were not something IVK could do anything about and it was not something they wanted. It was pointed out that “placering” in the summary can have different meanings and it is a neutral word. The UN accepted this. However, it was mentioned as a good point to have in mind with *kvalitetstjek* of the lecture scheduling. It was pointed out that the students also have a responsibility to tell the teachers and that this is exactly what they have done in the evaluations.

Second, concerning the use of the word “tilfredshed” in general for the degree summaries: It was pointed out that the evaluations should not be seen as a customer satisfaction survey, which led to a discussion about the understanding and purpose of the evaluations. It was suggested to use “stort udbytte af kurset” as an alternative and it was agreed that Trine Susanne Johansen would write and point out to Sten Vikner and Dominic Rainsford, the Head of Department, where this could be changed in the summaries.

It was made clear that this is an important point since students are not customers and the relationship with students is different in this regard. Concerning this, it was pointed out that the evaluations should be a way of improving the teachers’ work and not to show a good example – if the evaluations were good this was just a bonus but it does not harm to signal that students are satisfied.

The overall picture from the end-of-term teaching evaluations from autumn 2019 is a positive one.

6. Approval of the electives for spring 2020

Sten Vikner said that the course descriptions were not ready in time for the meeting, which also was pointed out in the agenda. Sten Vikner explained that Dominic Rainsford, the Head of Department, was still waiting to hear whether we can run four *fokusområder* instead of three and that he sent his apologies. Sten Vikner admitted that this was an unfortunate situation but since the deadline for submissions to SNUK and UVAEKA is March 1, 2020, the UN will then have to carry out the approval process by e-mail where the UN will have 1-2 days to respond and comment on the course descriptions.

7. Update on new or changed Academic regulations (*studieordninger*) (effective from September 1, 2020)

The Vice Dean for Education has dealt with the proposals for Academic regulations from both IKK, IKS and DPU. According to the guidelines from *Uddannelseseftersynet*, minor changes to the Academic regulations which have gone through a complete cycle (*fuldt gennemløb*), have been approved. As a rule, the proposed proposals for changes to Academic regulations which have not gone through a complete cycle cannot be approved. Some exceptions from this rule are given in regard to the student's legal rights (*retssikkerhed*). The UN was informed about new and changed Academic regulations:

New Academic regulations:

- The BA supplementary subject (*tilvalg*) in Contemporary communication in English was approved by the Dean's Office (*Dekantatet*).
- KA Erhvervssprog og erhvervs kommunikation engelsk (CLM) was approved by the Dean's Office. It was mentioned that an info meeting for the new students will be held next week. The webpage for MA students has been updated.

Changes in Academic regulations:

- The BA supplementary subject (*tilvalg*) in English, English linguistics 1: Levels of language: The current Academic regulation encourages students to take the re-examination instead of the ordinary exam, which risks delaying their studies. For this reason, it was applied for this to be changed. The Dean's Office approved this change, as the Academic regulation have been through a full pass, and as the description is now, the academic level of the reexamination is quite low, which must be rectified.
- BA IVK Bachelor's project: Anne Schjoldager explained that students now are able to send in project ideas and based on this, the teachers will put together groups (*hold*) which are relevant for the student to take part in. It was pointed out by the UN that it has been a positive experience to be able to use and modify the SLK procedures in a way that fits IVK. The UN have no further comments to the course description and the course description will be send to UVAEKA with the other electives (topic 6 in the agenda).

The supplementary subjects will be published at *studieportalen* Marts, 1, 2020. KA CLM will be published at *studieportalen* April, 1, 2020. The changes can be seen in the *kursuskatalog* April, 1, 2020, whereas the Academic regulations will be published September, 1, 2020.

8. Discussion of academic advisor ("mentor") programme

The UN requested a further discussion of the type of academic advisor ("mentor") programme, in order to find out if anything needs to be changed at SLK and if similar programmes should be implemented at IVK and ICS as well. The discussion of the academic advisor programme was also a follow-up on last month's discussion of the SN-topic *Psykiske problemer i studielivet*. All UN members present at the January meeting were asked to gather inspiration for this discussion.

Sten Vikner introduced the academic advisor programme at SLK and raised the question for the discussion if it was possible and desirable to have something similar in the other degree programmes.

The students have had different experiences with the academic advisor programme and it was pointed out that the reason for the different experiences was a question of how the individual teacher uses the academic advisor programme. This may vary, given that structure and planning are up to the individual teacher/academic advisor.

The documentation was said to be very good and informative, and some of the students wished they had seen this at the beginning of the academic advisor programme, especially as far as the format with three meetings was concerned. Overall, the students thought it was helpful to talk with the teachers.

It was also highlighted, however, that IVK have more students to deal with. The conditions should be the same as in SLK and if there are not enough teachers, then it may not be possible to introduce an academic advisor programme. It was mentioned that at SLK, all teachers act as academic advisors, not only teachers with courses in the first semester.

The overall opinion in the UN was that the academic advisor programme is a valuable concept and should be offered not just in the BA SLK but also in the BA IVK and the MA ICS, but the main question that needs to be answered is whether the teachers are given VIPomatic hours for this work and if so how many hours. Sten Vikner promised to check this. The academic advisor programme has full support from the UN but it needs to be compensated, so that the students actually know the teachers have time for them.

It was suggested that a working group should be set up to develop a model in terms of resources, timing, and a procedure for what happens beyond the first semester etc. and then come up with a way for how it could be designed and implemented for all degrees concerned. It was pointed out that English is not just SLK and IVK but that the working group also need to think and bring in Intercultural Studies into this as well. However, it should be taken into account here that ICS is not only English and therefore, more people should be involved in this particular process.

Therefore, UN was in favour of extending the academic advisor programme to the BA in IVK English, and also if possible to the MA in Intercultural Studies. There was also agreement, however, that this is only possible if VIP's receive VIPomatic hours for such extra work. A working group was established to look into the details of extending (and revising) the academic advisor programme, with the following members: Ushma Chauhan Jacobsen, Sofie Lavall Nøjsen, Henriette Feldborg Olesen, and Emilie Bak Sand.

9. Items from the Agenda of the School of Communication and Culture Board of Studies (*IKK Studienævn*)

Sten Vikner and Ushma Chauhan Jacobsen pointed out that the SN points are listed as potential points to be discussed and therefore they do not necessarily have to be discussed at the UN meetings. If anyone wants to discuss an SN point, the UN will do this, but otherwise the UN will not discuss the SN points. None of the following points was discussed by the UN:

- Item §6. *Kvalitetsudvikling: Studienævnets spørgsmål til undervisningsevaluering (drøftelse og beslutningspunkt).*
- Item §7. *Godkendelse af fagbeskrivelser for nyt profilfag i humanistisk innovation og for Videnskabsteori og didaktik (beslutningspunkt).*
- Item §8. *Feedback vedr. digital ressource om studieordninger (drøftelsespunkt).*
- Item §9. *Afrapportering vedr. strategisk projekt om fastholdelsesinitiativer på 1. studieår (orienteringspunkt).*
- Item §10. *Forslag fra Uddannelsesnævnene til de kommende møder (beslutningspunkt).*

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10. Brief orientation about the various student organisations

This topic was postponed until the meeting in March 2020 where it will be in the first half of the agenda.

11. Any other business

A student suggested that the UN look further into ICS and questions the students might have because of missing information such as when there is *påskeferie*. This was suggested since the UN for Tysk-Romansk have had a similar discussion in February. The UN will discuss this at another meeting.

Next meeting is Wednesday, March 18, 14:15 - 16:00, in the usual room 1481-324.
