

Guidelines for minutes and action plan in quality assurance processes	Effective from October 1st 2023
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In order to support an appropriate and sufficient documentation of decisions and discussions on the yearly status meetings, the following guidelines and template for minutes have been compiled:

Minutes from status meetings should...

- *Be written in the template below*
- *Be short and to the point focusing on the main points of the discussions, conclusions and decisions*
- *Highlight important arguments, if the decision is not in itself obvious or if it based on thorough discussions*
- *be understandable without accessing appendixes*
- *be written in a manner and form making it suitable for public display*

Minutes of status meetings are prepared by *uddannelseskoordinator*. The minutes are sent to the head of degree programme approx. one week after the meeting.

In order to follow up on status meetings the degree programme coordinator with involvement of Head of department and education committee, draws up an action plan. The action plan is approved by the head of department and the education committee (approval must be documented in the minute from the meeting in the education committee where the plan has been discussed).

The Head of studies approves the action plan prior to processing by the board of studies and the Education Forum.

Once the minutes and action plan have been approved, the head of degree programme sends both to the quality assurance employee in the Studies Administration.

Template for minutes and action plan below.

Status meeting concerning bachelor's and master's degree programmes in: Computer Science and IT Product Development

Date: 18-05-2026

Participants

From the department: Peyman Afshani, Søren Poulsen, Kaj Grønbæk, Marianne Graves Petersen, Jesper Buus Nielsen, Christina Sanne Gøtttsche, Jaco van de Pol, Eve Hoggan, Silje Stenbakken Gregersen, Olav W. Bertelsen, Andreas Birch Olsen.

Students: Simon Malthe Hansen, Benjamin Wen, Anders Bjerrum Jensen, Stine Havgaard Hansen, Michel Yildirim, Jeppe Tofft, Andreas Hesselholt Høj Hansen, Andreas Juul Jespersen, Marc Tao Stender.

From the Faculty: Kristine Kilså, Trolle René Linderøth, Maria Emilie Arup Hovmand, Signe Kok Sørensen.

Agenda:

1. Status on action plan
2. Evaluation of indicators
3. Evaluation of 3-year data and additional data
4. Study and teaching environment evaluation
5. Topic: Exam forms
6. Quality policy

Meeting minute:

1. Status of the Action Plan

It was noted that the yearly status meetings should function as follow-up on the existing five-year action plan – the action plan should not be replaced by new plans each year. For the purpose of this meeting, the 2024 action plan was used for the current follow-up:

Getting students off to a good start

Meetings have been held on an ongoing basis with representatives from the new programmes. In addition, a separate study start programme has been planned and conducted together with student mentors, in collaboration with the tutor associations.

A one-day introduction for both international and Danish students had been suggested but showed challenging primarily due to limitations in the physical facilities. It was noted that some Danish students progressing directly from the Bachelor's programme to the Master's programme do not have a strong need for this introduction.

High-quality, coherent degree programmes

A student café has been put in place as an extracurricular activity to help the students overcome their workload.

Increasing the accessibility of student exchange opportunities was also a focus point and has included visits from the International Office to improve visibility and awareness.

Onboarding of new staff was also a focus area to ensure all new teachers are introduced to relevant processes regarding teaching activities and courses, for instance where to find examination schedules and how to use Brightspace. It is a challenge for new employees that processes are introduced at different points in time and that decisions regarding exam and teaching forms needs to be made a long time in advance.

Motivational teaching and learning environments

Challenges with attendance have been discussed in many forums and it is still an ongoing topic. One of the challenges are the physical facilities. Renovations and building of new facilities have been postponed, and it is important to still focus on facilities that supports a healthy study environment in the meantime.

Highly qualified graduates with relevant competencies

Information slides and course descriptions have been updated with more information about the students' opportunities for project work with companies. It is a challenge that there is a lot of information offered to the students, which can be difficult for them to navigate. Students noted that while opportunities are known, there is limited guidance on how to proceed in practice, and suggestions included targeted support or workshops. The same issue and suggestion was raised regarding exchange opportunities, however statistics on student exchange show a significant increase from 2025 to 2026, possibly linked to additional information provided to Bachelor's degree students. It was noted that no students from the Bachelor's degree programme in IT Product Development were represented in the statistics, and it was suggested that exchange opportunities can be discussed when students sign their contracts.

Students also asked for more information about summer courses, although these are primarily relevant for Master's degree students.

2. Evaluation of Indicators

The indicators from the latest evaluations from 2026 were presented. The data shows an overall improvement. No indicators are presently categorised as red and the results are only slightly below the target value in three areas:

- First-year dropout for the Danish Bachelor's programme in Computer Science.
- Course evaluation for the English Bachelor's programme in IT Product Development
- Study intensity for the Danish Master's programme in Computer Science, in IT Product Development and the Danish Bachelor's programme in IT Product Development.

It was noted that a number of students from IT Product Development have transferred to other programmes, resulting in smaller class sizes.

It was further noted that the IT Product Development programme has been split into two: A Danish and an English programme. The English-taught programme has only completed one course evaluation, which limits the data basis and the possibility for comparison.

3. Evaluation of Three-Year Data

First-Year Dropout

For the Bachelor's degree programme in Computer Science with study start in 2024, data is currently only available for the Danish-taught programme. A relatively large proportion of the students have not completed a single course and would therefore not have passed the first year, yet most dropouts are due to personal reasons rather than inactivity or failure to pass the first-year examination requirements.

The student counsellors reported limited insight into the reasons for student dropout, but noted that students often seek guidance due to examination pressure. Many students who contact counselling already have a plan and a wish to continue their studies.

The significant variation in student behaviour prior to dropout was discussed. A mismatch between expectations and programme content was identified as a possible contributing factor, although this is difficult to address directly. Historically, change of study programme has been a primary reason for dropout, alongside personal reasons. Grades from previous education were not identified as a significant factor.

It was discussed whether the use of AI could influence the dropout rate, but no conclusions were drawn.

It was noted that the risk of dropout remains highest among students admitted through quota 2 or in later admission rounds, and students with either none, 3 or 7 and more sabbatical years seems more likely to dropout than students with only a few sabbatical years.

Feeling part of the majority group was highlighted as important for retention. This is taking into account in the organisation of TA classes where factors such as gender, prior experience, grade point average from upper secondary education, and age are taking into consideration.

Study Intensity

Study intensity has declined since the previous evaluations, but remains outside the red indicator category. Some students still report spending more than 37 hours per week on their studies. There is a decrease in the number of completed ECTS per semester, reflecting a general trend across Aarhus University towards prolonged study duration.

Students generally do not feel underworked and perceive the programmes as full-time. Project work is time-consuming, and newly introduced courses may initially be easier to complete before full alignment of the course is achieved. Master's degree students express a preference for flexibility and self-study. Study intensity is also influenced by the timing of these evaluations during the semester.

It was noted that reduced intensity is partly a deliberate effort to reduce stress, and that many students have paid employment alongside their studies. For project-intensive programmes, it is difficult to accurately assess actual time spent.

4. Evaluation of the Study and Teaching Environment

The evaluation for 2025 was compared with the 2023 results. Overall, positive developments were noted, particularly regarding social aspects and student well-being, and it was agreed to continue current initiatives.

‘Health and safety’ and ‘Physical facilities’ are new categories in the 2025 evaluation and it is therefore not possible to compare to the data from 2023.

Attendance in teaching activities has decreased. The increased use of AI and a higher level of paid or voluntary work among students may have an influence.

Physical Study Environment

There is continued potential for improvement regarding study spaces and access to facilities. Especially during the upcoming renovation, it is important to keep in mind the students’ needs, both while the renovations are ongoing and after.

The possibility of bookable group workspaces was discussed as both a solution and a means of assessing demand. Previous attempts to introduce bookable rooms in the student café were unsuccessful due to unclear procedures. Experiences with flexible office spaces have varied across buildings.

Auditoriums and flat teaching rooms are considered suitable, but are not used systematically as they cannot be reserved in advance.

It is noted that the response rate on these evaluations is approximately one third of the students.

Students are encouraged to use campus facilities as their presence may also have an impact on a healthy study environment, but it is also recognised that students may be diverse in their learning preferences.

Based on the evaluation, it is decided to prepare a revised action plan with particular focus on attendance and physical facilities.

5. Topic: Examination Forms

The need for a variety of examination forms was discussed. A possible link between attendance and examination form was also discussed, including whether written examinations should be replaced to a greater extent by continuous assessment during the teaching period.

Students have previously experienced stress related to point-based assessment activities, which has led to changes in prerequisite requirements for some exams. It was noted that IT Product Development has a relatively high proportion of oral examinations in comparison to Computer Science.

The importance of alignment between teaching activities and examination formats was noted.

6. Quality Policy

It was concluded that the study and teaching environment is generally assessed positively in the available statistics, but that continued attention is required, particularly in connection with upcoming renovation work. Maintaining sufficient study spaces remains a central element of the quality policy.

Attendance and building a better community between Danish and International students should also be an ongoing point of focus.

Action plan [year]

The action plan is structured around the four sub-areas of AU's policy for quality assurance in education.

1. Getting students off to a good start

Focus area	Action plan	Responsible	Deadline

2. High-quality, coherent degree programmes

Focus area	Action plan	Responsible	Deadline

3. Motivational teaching and learning environments

Focus area	Action plan	Responsible	Deadline

4. Highly qualified graduates with relevant competencies

Focus area	Action plan	Responsible	Deadline