Semester management

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Department of Computer Science
Technical Faculty of IT and Design
Aalborg University
This document describes a framework for planning, execution and evaluation of semesters under the study board at the Department of Computer Science.

Contents

1 Semester management in a nutshell – a quick overview ........................................... 3
2 Purpose of the semester management ............................................................................. 5
3 Semester group members ................................................................................................. 6
4 Planning of the semester ....................................................................................................... 7
5 Execution of the semester .................................................................................................... 9
6 Evaluation .................................................................................................................................10
   6.1 Semester and teaching evaluation ........................................................................................ 10
   6.2 Study programme evaluation ................................................................................................. 12
Appendix 1: Template for information about a course ...............................................14
Appendix 2: Template for notification of the semester group meeting ..........15
Appendix 3: Template for minutes of the semester group meeting .......................16
Appendix 4: Template for the semester and teaching evaluation report ..........17
Appendix 5: The study board’s conclusions of the semester and teaching evaluation report .................................................................................................................................18
Appendix 6: The study board’s conclusions of the study programme evaluation
Appendix 7: Norms concerning requisition of teaching .................................................20
Appendix 8: Project supervisor’s role ................................................................................21
Appendix 9: Check list for semester coordinators at the first study year ..........22
Appendix 10: Check list for the project supervisor at the first study year ..........22
Appendix 11: Change log of Semester Management .....................................................23

In section 1 an overview is given of the phases and tasks in connection with the planning, execution and evaluation of the semester. It can be used as a check list and as a guide for experienced semester coordinators, course lecturers, project super visors and study secretaries. For a more detailed description of the semester management, including the three phases (planning, execution and evaluation of the semester) and the tasks in relation to this, please see section 2-6. Specifically for semester coordinators and project supervisors at the first study year see the check lists in appendix 9-10. New or less experienced semester coordinators, course lecturers, project supervisors and study secretaries should read section 2-6.

Possible questions to the tasks in regards to the planning, execution and evaluation of the semester can be directed to the study board chairman, the study board secretariat or the deputy head of department/head of the studies.
# Semester management in a nutshell – a quick overview

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible/executive</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send out teaching requisitions</td>
<td>The Department of Computer Science</td>
<td>1/4 and 15/10</td>
</tr>
<tr>
<td>Point out semester coordinators</td>
<td>Department manager/Teaching planning committee</td>
<td>April and Oct/Nov</td>
</tr>
<tr>
<td>Introduce new semester coordinators to the job and ask them to read</td>
<td>Study secretary</td>
<td>April/May and Oct/Nov</td>
</tr>
<tr>
<td>the semester management document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send the study board’s summary of the semester evaluation report</td>
<td>Study board secretary</td>
<td>April and Oct/Nov</td>
</tr>
<tr>
<td>to report the study secretaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forward the summary to the semester coordinator and teachers</td>
<td>Study secretary</td>
<td>1/5 and 1/11</td>
</tr>
<tr>
<td>If necessary adjust the semester description and ensure consensus</td>
<td>Semester coordinator</td>
<td>1/6 and 1/12</td>
</tr>
<tr>
<td>about this in the supervisor group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send proposal for semester description to the study board</td>
<td>Semester coordinator/study secretary</td>
<td>1/6 and 1/12</td>
</tr>
<tr>
<td>Approve semester descriptions</td>
<td>Study board</td>
<td>June and December</td>
</tr>
<tr>
<td>Preparation of Moodle semester- and course rooms</td>
<td>Study secretary</td>
<td>1/6 and 1/12</td>
</tr>
<tr>
<td>Inform new teachers of where to find information, including joint</td>
<td>Study secretary</td>
<td>May/June and Nov/Dec</td>
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<tr>
<td>programme regulations, examination policies and procedures, semester</td>
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<tr>
<td>management etc.</td>
<td></td>
<td></td>
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<tr>
<td>Meeting between study board chairman, semester coordinators and</td>
<td>Study board chairman</td>
<td>August and January</td>
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<tr>
<td>study secretaries</td>
<td></td>
<td></td>
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<tr>
<td>Ensure that proposed projects can be carried out and fits with the</td>
<td>Semester coordinator and supervisors</td>
<td>August and January</td>
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<tr>
<td>theme and learning goals</td>
<td></td>
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<tr>
<td>Coordinate activities of the semester and ensure consensus of how</td>
<td>Semester coordinator and teacher</td>
<td>August and January</td>
</tr>
<tr>
<td>learning goals for the semester are achieved.</td>
<td></td>
<td></td>
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<tr>
<td>Describe activities in the course module (part of the semester</td>
<td>Course lecturer</td>
<td>August and January</td>
</tr>
<tr>
<td>description) in Moodle</td>
<td></td>
<td></td>
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<tr>
<td>Book rooms and prepare scheme for the semester activities</td>
<td>Semester coordinator/study secretary</td>
<td>Starts 4-6 mon. before semester</td>
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<tr>
<td>Agreement with department about need for equipment that is not</td>
<td>Semester coordinator</td>
<td>August and January</td>
</tr>
<tr>
<td>included in standard equipment and applies to all project groups.</td>
<td></td>
<td></td>
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<tr>
<td>Agreement with department/and or study board about special equipment</td>
<td>Supervisor</td>
<td>August and January</td>
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<tr>
<td>needs for projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check that semester descriptions and links to joint programme</td>
<td>Study secretary</td>
<td>August and January</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Task</td>
<td>Responsible Person</td>
<td>Date</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>regulations, examination policies, semester management document, etc. in Moodle are complete.</td>
<td></td>
<td></td>
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<tr>
<td>Apply for guest lectures and field trips at study board</td>
<td>Semester coordinator/study secretary</td>
<td>August and January</td>
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<tr>
<td>Ensure that new teachers have received introduction to the PBL model</td>
<td>Department manager</td>
<td>August and January</td>
</tr>
<tr>
<td>Inform external teachers about the PBL model</td>
<td>Semester-Coordinator</td>
<td>August and January</td>
</tr>
<tr>
<td><strong>Execution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct semester intro meeting with information about theme, courses, projects etc.</td>
<td>Semester-coordinator</td>
<td>First day of semester</td>
</tr>
<tr>
<td>Ask project groups to point out representatives for the semester group</td>
<td>Semester-coordinator</td>
<td>First day of semester</td>
</tr>
<tr>
<td>Conduct 2-3 semester group meetings during the semester and continuously see to that the semester is going as planned</td>
<td>Semester-coordinator</td>
<td>N/A</td>
</tr>
<tr>
<td>Send minutes of semester group meeting to the study board secretary and upload in Moodle</td>
<td>Study secretary</td>
<td>No later than 1 week after the meeting</td>
</tr>
<tr>
<td>Send proposal for exam form to the study board</td>
<td>Teachers</td>
<td>August and January</td>
</tr>
<tr>
<td>Inform students about the exam form</td>
<td>Teachers</td>
<td>No later than after the 2nd course session</td>
</tr>
<tr>
<td>Inform about date for hand-in of project reports in Moodle.</td>
<td>Study secretary</td>
<td>Start Oct. and start March</td>
</tr>
<tr>
<td>Inform students about examination plan</td>
<td>Study secretary</td>
<td>1/5 and 1/12</td>
</tr>
<tr>
<td>Interpretation of evaluation criteria at project exams with supervisors</td>
<td>Semester-coordinator</td>
<td>End of project period</td>
</tr>
<tr>
<td>Plan re-exams</td>
<td>Study secretaries</td>
<td>June and January</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send email to semester coordinators about when the semester-and teaching evaluations are sent out to students</td>
<td>The Department of Computer Science via study secretaries</td>
<td>August and January</td>
</tr>
<tr>
<td>Send semester- and teaching evaluation questionnaire to students and secretaries</td>
<td>The Department of Computer Science</td>
<td>June and January</td>
</tr>
<tr>
<td>Send student and secretary responses to semester-and teaching evaluations to the study board</td>
<td>The Department of Computer Science</td>
<td>September and February</td>
</tr>
</tbody>
</table>

1 Evaluation is according to the quality assurance procedure of AAU divided into two parts: (1) Semester and teaching evaluation (formerly known as semester evaluation) and (2) study programme (all semesters under one; respectively bachelor and master) via feedback from 6th and 10th semester students.
<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send email to semester coordinators about when the study programme evaluations are sent out to students</td>
<td>The Department of Computer Science via study secretaries</td>
<td>May</td>
</tr>
<tr>
<td>Send study programme evaluation questionnaire to students at 6th and 10th semester</td>
<td>The Department of Computer Science</td>
<td>May</td>
</tr>
<tr>
<td>Send student responses to study programme evaluations to the study board</td>
<td>The Department of Computer Science</td>
<td>September</td>
</tr>
<tr>
<td>Forward student responses to the semester and teaching evaluations to the semester coordinators</td>
<td>Study board secretary</td>
<td>September and February</td>
</tr>
<tr>
<td>If necessary, conduct evaluation meeting with teachers and students at the semester</td>
<td>Semester coordinator</td>
<td>End of the semester</td>
</tr>
<tr>
<td>Extract data from Qlikview of ordinary exam results for the semester coordinator</td>
<td>Study secretary</td>
<td>End January and August</td>
</tr>
<tr>
<td>Make draft for semester- and teaching evaluation report and send for commenting</td>
<td>Semester coordinator</td>
<td>September and February</td>
</tr>
<tr>
<td>Send final semester and teaching evaluation report to the study board</td>
<td>Semester-coordinator</td>
<td>1/10 and 1/3</td>
</tr>
<tr>
<td>Evaluate the previous semester’s planning, execution and evaluation</td>
<td>Study board</td>
<td>October and March</td>
</tr>
<tr>
<td>Upload of the study board’s summary of the semester and teaching evaluation reports and inform teachers, students, etc.</td>
<td>Study board</td>
<td>November and April</td>
</tr>
<tr>
<td>Evaluate each bachelor’s and master’s programme based on the graduate’s responses to the study programme evaluation.</td>
<td>Study board</td>
<td>October</td>
</tr>
<tr>
<td>Upload of the study board’s conclusions concerning evaluation of bachelor’s and master’s programmes and inform graduates, teachers, students, etc.</td>
<td>Study board secretary</td>
<td>November and April</td>
</tr>
</tbody>
</table>

### 2 Purpose of the semester management

Each semester’s content and processes are planned and controlled by a semester group. Prior to the beginning of the semester and in light of past experience, the semester group makes a plan for the semester in terms of content and process. By the end of the semester, an evaluation of the semester is conducted. The conclusions of the evaluation are included in the planning of the corresponding subsequent semester. This process helps to ensure that the experiences, both good and bad, are used to continually develop and improve the quality of the education in an interaction between teachers and students.

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2 The semester group is often called the steering group and the meetings in the group are called steering group meeting.
It is emphasized that any problems during the semester as far as possible be resolved when they arise, while an overall evaluation of the way the semester has progressed, its content, the project work, etc., happens around the semester’s end. This means that the semester group has an active role during the course of the semester.

The department’s guidelines for the semester management process are described in the sections:

- Planning the semester
- Execution of the semester
- Evaluation

The tasks of each role (semester coordinator, study secretary, course lecturer and project supervisor) are described in each section and summarized in Appendix 1.

Study secretaries and semester coordinators must apart from this be aware of the rules and guidelines at cs.aau.dk.

3 Semester group members

The semester group consists of teachers (course lecturers and project supervisors) study secretary and student representatives. The chairman of the semester group is known as the semester coordinator and is usually a teacher at the semester.

The semester coordinator and other teachers in the semester group are appointed by the department / departments. The study board may reject the department’s choice of semester coordinator. The semester coordinator is considered the study board’s right-hand man. Prior to the start of each semester the chairman of the study board normally calls for a meeting, where information is given about guidelines, new rules, etc. and cross-semester questions are discussed. The study secretaries are also invited to the meeting. The semester coordinator is supposed to contact the chairman of the study board in case of problems or questions regarding planning, execution and evaluation of the semester.

Students nominate their representatives of the semester group. During the planning phase (i.e., before the start of the semester) student representatives do not normally participate. After the start of the semester, one representative from each project group comprises the student representatives of the semester group.

At its meetings, the group plans and discusses the course of the semester’s activities. The semester coordinator makes sure to involve other teachers at the semester in the planning and management as needed.

The semester coordinator and the study secretary is the initiator of the semester planning and execution.
4 Planning of the semester

The planning of each semester begins 2–4 months before the start of the semester\(^3\). Teaching requisitions, indicating the resources available for teaching, must be sent to the departments no later than 3 months before the semester starts, but will normally be sent to the departments about 4 months before semester start.

The starting point of semester group planning is the current study regulation and the semester descriptions for the previous year’s semester cycle. In addition, the semester and teaching evaluation from the previous year’s semester cycle is included as important background material for the semester group’s planning work. Semester and teaching evaluations are available on the quality assurance web page at cs.aau.dk.

The secretary of the study board sends the study board’s summary of the previous semester’s evaluation report to the study secretaries no later than 3 months before the semester starts. If the study board decides that an adjustment of the semester description is needed, this must be included in the summary. It is the responsibility of the study secretary to forward the summary to the semester coordinator and lecturers.

The planning group’s first task is to, if necessary, adjust the semester description for the previous year’s semester cycle and to consider how to handle possible decisions or recommendations mentioned in the study board’s summary of the previous year’s semester cycle.

If the planning group is asked by the study board, or by own initiative, finds it necessary to adjust the semester description, the semester coordinator/study secretary sends a proposal for an updated semester description to the study board no later than end of May for the fall semester and end of November for the spring semester. General adjustments in relation to the overall semester planning, cohesion etc. must be sent to the study board for approval. Detailed adjustments about e.g. specific courses, exams etc. should not be sent. The semester description must be made according to the centrally defined requirements and templates for semester descriptions (see kvalitetssikring.aau.dk - only in Danish), but the detailed form is decided by the study board\(^4\).

Among other things, it is the responsibility of the semester coordinator to ensure that there is agreement in the project supervisor group about the semester description’s formulation of how to achieve the goals of the project module under the theme of the semester. The semester coordinator is together with the project supervisors also responsible for ensuring that the proposed projects are able to be completed and fits with the theme of the semester and the goals of the project module. The question of whether or not the project modules can be completed depends among other things on data, labs and special equipment is

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\(^3\) July is excluded in the counting of months before semester start.

\(^4\) It is recommended that the semester description is made in Moodle and the requirement about archiving in Captia is recommended solved by taking a screen shot from Moodle.
available. The semester coordinator must reject project proposals that do not
match the theme of the semester or are unsuitable with regards to the fulfilment
of the learning goals of the project module.

It is also the semester coordinators task to encourage the lecturers of the
semester to ensure coordination between the activities in the semester, e.g. to
ensure that the work load of the students is not inordinately high in periods of
the semester. On the first semester group meeting at the start of the semester the
students should inform the semester coordinator of possible conflicts of high
workload in their course modules; e.g. planned mini projects in the same period
for two or more course modules. In case of conflicting high work load it is the
semester coordinator’s task to contact the relevant lecturers and try to find a
solution to the problem.

According to the centrally agreed requirements to the semester descriptions
each course lecturer is expected to describe each activity in the course module
(teaching form (lecture, workshop, lab work, study trip etc.), the title of the
activity, number and eventually a short description of who is teaching, the used
and recommended literature and slides and other resources) and the type of
exam and assessment. The study management at The Department of Computer
Science recommends that in the semester descriptions a reference is made only
to the semester page in Moodle, where all the elements must be described.

The semester coordinator has the overall responsibility for the drafting of a
schedule for the semester teaching and meeting activities. The study secretary
participates if necessary in meetings to coordinate the booking of rooms across
departments and and prepares proposals for the schedule, books rooms for
lectures, and allocates rooms for project groups. No course lectures should be
allocated for Wednesday afternoons, as these time slots are reserved for
meetings in study boards, etc.

By middle of August/middle of January (but preferably before, respectively,
summer holidays and Christmas holidays) the semester coordinator must make
agreements with the relevant departments / equipment committees concerning
special equipment needs (i.e., in addition to standard equipment and applicable
to all project groups of the semester). It is the task of the project supervisor to
make agreements about any special equipment needed for project group(s) that
he/she supervises.

Both lecturers and project supervisors have a duty to familiarize themselves
with the policies and procedures that apply to examinations (see
“Eksamensordningen”).

The study secretary ensures that the semester description can be found via the
semester page in Moodle.

The study secretary shall forward requests for guest lectures and field trips to
the study board.

5 Due to elective subjects (maybe across deparments or faculties) it can be difficult to fully avoid
conflicting periods of high workload)
The semester coordinator has overall responsibility for informing external teachers about the AAU model.

5 Execution of the semester

On the first day of the semester, the semester coordinator will arrange an introductory meeting for the students of the semester. In that meeting, the students shall be informed about the semester in general (theme, goals, etc.), including the semester course modules and project modules, project proposals, semester schedule, semester group meetings, etc. and inform the students they can read more about the semester in the semester description (including bringing to their attention the sentence in the semester description about the expected study load to ensure a matching of expectations). The semester coordinator must ask the project groups to point out representatives for the semester group to ensure that each group is represented at the semester group meetings.

The semester coordinator should at the beginning of the semester (e.g. at the semester introduction meeting) see to that the students fill out the questionnaire about the evaluation of the last semester. It is important that the filling out of the questionnaire is put on the agenda (approx 15 min.) and the semester coordinators explain the importance of getting the student's input and that he/she gives a short follow up on the evaluation of the last semester. The purpose is to ensure a high response rate on the questionnaire. The answers to the questionnaire are to be used as input to the semester and teaching evaluation report of the last semester.

The semester coordinator must ensure that 2-3 semester group meetings are held and must also continuously ensure that the semester is progressing as planned according to the study board’s recommendations. Appendices 2 and 3 show, respectively, a template for notification of semester group meetings, including a draft agenda for each meeting, and a template for meeting minutes.

The semester group meetings serve as a forum where project supervisors, lecturers and students can discuss and adjust the course of the semester, including discussion about teaching style, content and whether student performance is satisfactory. Normally, project supervisors and course lecturers are involved only when the semester coordinator thinks they are needed.

The semester coordinator and the project supervisor must equally inform each other of challenges in the group’s project work (maybe even have a status meeting) to ensure that the semester coordinator is informed about groups that may have problems that could lead to drop-out. Normally, it is either the study secretary or the semester coordinator who shall take the minutes of the semester group meetings. The minutes should not contain sensitive personal information, including pronounced criticism of individuals. Such information should be mentioned in the minutes, but in such a way that individuals are not

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6 For the 4th semester of the master's programme (master thesis) the described procedure is normally not followed as the execution only involves the head of studies approval of the student’s master’s subject and the student’s contact with the project supervisor. However the study board can set a common date for the handing in of theses.

7 Students may take the minutes unless it is against the policy of the study board.
unnecessarily compromised. The semester coordinator is supposed to disclose in writing any information to the study board regarding issues involving named or identifiable individuals.

The minutes must be published in the semester room in Moodle and forwarded to the secretariat of the study board as soon as they are approved by the semester coordinator and the semester secretary; however, normally within one week after the meeting.

A date for submission of project reports must be notified on Moodle no later than at the start of October and start of March. In autumn semesters, project reports are normally submitted before Christmas. The study board determines the date, possibly through delegation to the semester coordinator and the semester secretary.

No later than after the second course, the students must be informed about the type of examination to be used in the course. A possible syllabus that forms the basis for an examination must be communicated to students by the third last lecture.

The semester coordinator must ask the students to try to fix problems in course and project modules before they request the problems be addressed at semester group meetings.

The semester coordinator is responsible for handling problems that are brought up to the semester group. It is emphasized that the semester group must seek to solve problems in a quick and flexible manner. The head of studies and / or the chairman of the study board may, in special cases, be involved in problems of the semester, but they may also choose to intervene themselves.

The semester coordinator is asked to encourage students, in their project reports, to propose projects for future students in the similar semester.

It is recommended that the semester coordinator convene project supervisors for a meeting at the end of the semester, where the assessment criteria for project examinations get reconciled.

The study board determines exam dates, possibly through delegation to the semester coordinator and the study secretary. Exam dates are communicated to students via Moodle at least 4 weeks before the exam is to be held; cf. policies and procedures that apply to examinations (see “Eksamensordningen”).

6 Evaluation

6.1 Semester and teaching evaluation

After the end of the semester, the semester coordinator makes a draft semester and teaching evaluation report, which is sent for comments from semester group members. The semester coordinator then sends a final evaluation report to the study board with the semester group’s conclusions and proposals. The report must be submitted to the study board no later than 1 October for spring
semesters and 1 March for autumn semesters. The scheme in appendix 4 must be used as template for the report.

It must be clear from the semester and teaching evaluation report, if not all members of the semester group have joined the report. Minority opinions may be submitted if no agreement can be reached.

The Department of Computer Science sends out in the middle of June for spring semesters and the middle of January for the fall semester a short questionnaire for all students. Before the questionnaire is sent out to the students The Department of Computer Science informs the semester coordinators (via the study secretaries) about when the questionnaire is sent out. The student's answers concerning each semester is sent to the study boards in the middle of September respectively the middle of February. The study board sends the reports with the answers to each semester coordinator together with other input (including minutes from semester group meetings) who use the answers as basis for the preparation of the semester and teaching evaluation report. The semester coordinator can apart from that choose to conduct an evaluation meeting either as part of the last steering group meeting or as a separate meeting. All teachers and students at the semester must be invited to the evaluation meeting.

In connection with the semester and teaching evaluation a questionnaire is also sent out to all study secretaries, where they can give input to how they evaluate the last semester. The input from the study secretaries is not passed on to the semester coordinators but is sent directly to the study boards who can use the input together with the input from the semester and teaching evaluation report in their conclusion of the evaluation of the last semester.

The semester and teaching evaluation report must apart from the students answers to the questionnaire, the minutes from the semester group meetings and the evaluation meeting be based on any written comments from course lecturers, project supervisors and project groups, which the semester coordinator must offer to forward to them. The submitted comments must be enclosures to the evaluation report.

The evaluation report is to be concluded by a brief summary and recommendations for changes before the next iteration of the semester. The summary and the recommendations will be included in a document (appendix 5) that the study board publishes at the department’s web page; cf. ministerial order on transparency in educations programmes etc.

The semester group is responsible for performing the semester evaluation in a constructive and objective manner so that the evaluation can be used as a basis for continuous development and improvement of the teaching and the curriculum.

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8 It is the responsibility of the departments to contribute to the assurance of the quality of the teaching delivered. For example, course lecturers conducting self-evaluations of their courses are one way of achieving this. The result of these can be sent to the study board.
The evaluation report must not contain sensitive personal information, including pronounced criticism of individuals. Such information should be mentioned in the report, but in such a way that individuals are not unnecessarily compromised. The semester coordinator is supposed to disclose in writing any information to the study board regarding issues involving named or identifiable individuals.

Enclosed to the semester and teaching evaluation report must also be statistics on examination results for the semester that the study secretary extracts via QlikView.

The semester and teaching evaluations are an important tool for the study board and the study council’s on-going work of assuring both teaching quality and quality of the educational programmes, as the recommendations put forward in the evaluation reports are used in connection with adjustments of curricula and upcoming semesters’ teaching requisitions.

Furthermore, course lecturers and project supervisors use the evaluation reports for on-going improvements and refinements of the course and project modules. Also, the semester coordinator uses lessons learned from previous cycles of the semester to adjust or change the organization and course of the semester.

Finally, the semester and teaching evaluations give the students the opportunity to evaluate their own learning processes.

On the basis of semester and teaching evaluation reports, the study board evaluates the past semester’s planning, course and activities at its meeting in March and October.

Based on the semester coordinator’s summary and recommendations about the next iteration and possible non-public information put forward by the semester coordinator to the study board (cf. above mentioned personal sensitive information), the study board makes a conclusion. The conclusion and the semester and teaching evaluation report (see Appendix 4) comprise the basis for possible adjustments before the next iteration of the semester in regards to planning, execution and/or evaluation of the semester. The study board’s conclusion is made by using the template in appendix 5 and is sent to all relevant parties, including the semester coordinator, the head of department, the study secretary, and (via the study secretary) the semester coordinator of the next iteration of the semester and the teachers of the semester.

The summary also consists of the study board’s answer to the students about possible consequences of conditions that the students have pointed out. The summary is uploaded to the quality assurance website at cs.aau.dk

6.2 Study programme evaluation

In addition to the semester and teaching evaluations the study board also prepares an evaluation of an entire study programme. This is done based on answers to a questionnaire from students on 6th and 10th semester concerning
their experiences of both the bachelor’s, bachelor’s of engineering and master’s programme’s fulfilment of expectations, contents, progression and study load.

The study programme evaluation is as such not connected to the management of the semesters in the sense that it does not directly involve semester coordinators, lecturers and study secretaries. The study programme evaluations are mentioned here for the sake of completeness as the conclusions from them can affect the planning, execution and evaluation of the semesters in the same way as the semester and teaching evaluation reports can.

In appendix 6, a template is available for the study board’s conclusions regarding study programme evaluations.
Appendix 1: Template for information about a course

The following template can be used by the course responsible for own use and maybe also as a tool for the semester coordinator in connection with the semester planning. The form can be found as a Word document on cs.aau.dk

### Information on course xxx (5 ECTS credits)

<table>
<thead>
<tr>
<th>Year:</th>
<th>20xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>xxx</td>
</tr>
<tr>
<td>Date:</td>
<td>xxx</td>
</tr>
</tbody>
</table>

**1. Assisting teacher(s)**
- <name> (role: _________________)

**2. Assistant teacher(s)**
- <name>

**3. Student load (30 hours / ECTS credit)**
- Lectures: xx hours
- Exercises: xx hours
- Lab work: xx hours
- Workshops: xx hours
- Home assignments etc.: xx hours
- Teaching preparation: xx hours
- Exam preparation: xx hours
- Other (state kind: ______________): xx hours
- Total: 150 hours

**4. Distribution of student load**
- Week 1: xx hours
- Week 2: xx hours
- Week 3: xx hours
- Week 4: xx hours
- Week 5: xx hours
- Week 6: xx hours
- Week 7: xx hours
- Week 8: xx hours
- Week 9: xx hours
- Week 10: xx hours
- Week 11: xx hours
- Week 12: xx hours
- Week 13: xx hours
- Week 14: xx hours
- Week 15: xx hours
- Week 16: xx hours
- Exam (incl. preparation): xx hours

**5. Exam form**
- Oral: __ (please indicate)
- Written: __
- On-going: __
- Other (state kind: _________________)

**6. Possible permitted aids at exam** (e.g., computer, books, notes etc.)

**7. Other matters regarding teaching**

**8. Remarks**
Appendix 2: Template for notification of the semester group meeting

The following template should be used in connection with the calling of semester group meetings. The form can be found as a word document on cs.aau.dk.

<table>
<thead>
<tr>
<th>Notification of semester group meeting for xxx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:  xxx</td>
</tr>
<tr>
<td>Meeting no.:  xxx</td>
</tr>
<tr>
<td>Participants:  xxx (Semester coordinator), xxx (Semester secretary), 1 representative from each project group + teachers (if needed)</td>
</tr>
</tbody>
</table>

**Agenda for 1st meeting**

1. Semester start (intro of semester, literature, schedule, etc. + (if 1. sem.: intro by vice chair of study board and study counsellor))
2. Courses (one by one, general comments for the courses)
3. Projects (assigned supervision, project start, equipment etc.)
4. Any other business

**Agenda for 2nd meeting**

1. Courses (one by one, general comments for the courses)
2. Projects (status on project work)
3. Any other business

**Agenda for 3rd meeting**

1. Courses (one by one, general comments for the courses)
2. Projects (status on project work)
3. Exam (information from semester secretary, questions, etc.)
4. Evaluation of the semester (courses one by one, the project, the semester, etc. NB: All students and teachers invited)
5. Any other business
Appendix 3: Template for minutes of the semester group meeting

The following template should be used in connection with the minutes of the semester group meetings. The form can be found as a word document on cs.aau.dk

<table>
<thead>
<tr>
<th>Minutes of semester group meeting for xxx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: xxx</td>
</tr>
<tr>
<td>Meeting no.: xxx</td>
</tr>
<tr>
<td>Minute taker: xxx</td>
</tr>
<tr>
<td>Participants: xxx</td>
</tr>
<tr>
<td>Cancellations: xxx</td>
</tr>
</tbody>
</table>

Dagsorden

1. Semester start (only first meeting: information by vice chair of the study board and study counsellor)
2. Courses
3. Projects
4. Exam (last meeting only)
5. Evaluation of semester (last meeting only)
6. Any other business

Action items (responsible, deadline) and possibly focus items for the study board

1.
2.

Summary

Re 1: Semester start

[1st semester only: Vice chair of study board and study counsellor inform on study board and tasks of the study counsellor, respectively.]

Re 2: Courses

[For each course: Is the teaching satisfactory? E.g.: Does the lecturer spend enough time in the lectures? Are the lectures easy to follow? Is the amount of material per lecture appropriate? Is the number of exercises appropriate? Is the level of difficulty of the exercises appropriate? Is there sufficient assistance in the exercise sessions? Is the literature good and sufficient? Do the students participate actively in the teaching and do they report back continuously, if they experience problems?]

- [Course 1]:
- [Course 2]:
- [Course 3]:
- General comments to the courses from the students:

Re 3: Projekter

[Is the progress in the individual groups satisfactory for reaching the goals set out for their projects? How is the work process in the groups? Is there a sensible distribution of workload in the groups? Do the groups receive appropriate project supervision? Etc.]

Comments from the groups represented:

- [Group 1]:
- [Group 2]:

Re 4: Exam

Re 5: Evaluation of the semester

Re 6: Any other business
Appendix 4: Template for the semester and teaching evaluation report

The following template should be used in connection with the semester and teaching evaluation report which is sent to the study board after the end of the semester. The form can be found as a word document on cs.aau.dk

<table>
<thead>
<tr>
<th>Semester and teaching evaluation report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year: 20xx</td>
</tr>
<tr>
<td>Campus: (Aalborg)</td>
</tr>
<tr>
<td>Semester: (e.g. DAT4)</td>
</tr>
<tr>
<td>Coordinator: xxx</td>
</tr>
<tr>
<td>Date: xxx</td>
</tr>
<tr>
<td>Not endorsed by: &lt;members of semester group who do not endorse the report&gt;</td>
</tr>
</tbody>
</table>

Enclosed: Minutes of semester group meetings and (possibly) semester evaluation meeting.

The semester in general
[semester start, formation of project groups, semester group meetings, etc.]

The project module
[how did the projects proceed, how about the correspondence between projects and courses, how did the students experience the projects, supervision, exams, etc.]

Course module: xxx
Course lecturer(s): xxx
Teaching assistant(s): xxx
[how did the course proceed, how did the students experience lectures and (lab) exercises, exam, etc.]

Course module: xxx
Course lecturer(s): xxx
Teaching assistant(s): xxx
[how did the course proceed, how did the students experience lectures and (lab) exercises, exam, etc.]

Course module: xxx
Course lecturer(s): xxx
Teaching assistant(s): xxx
[how did the course proceed, how did the students experience lectures and (lab) exercises, exam, etc.]

Summary and conclusions (for the study board and for publication)
[A summary of the evaluation should be made here. The study board would normally only need to read this summary and apart from that it should be readable for others than students and teachers at the semester. The summary can include what went well, what went less well, recommendations for changes before next iteration of the semester and who should make the changes (study board, semester coordinator, teachers, etc.)]
Appendix 5: The study board’s conclusions of the semester and teaching evaluation report

The following template should be used by the study board for the conclusions of the semester and teaching evaluation report for each semester. The form can be found as a word document on cs.aau.dk

<table>
<thead>
<tr>
<th>Study board conclusions of the semester and teaching evaluation report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year: 20xx</td>
</tr>
<tr>
<td>Campus (Aalborg)</td>
</tr>
<tr>
<td>Semester (e.g. DAT4)</td>
</tr>
<tr>
<td>Coordinator: xxx</td>
</tr>
<tr>
<td>Date: xxx</td>
</tr>
</tbody>
</table>

This document represents the public version of the evaluation of the semester. The document forms together with the semester and teaching evaluation report the basis of any adjustments to the semester’s description, planning, execution and/or evaluation of the next iteration of the semester and are used by the coming semester coordinator and semester planning group.

The document also represents the study board’s response to the students, teachers, coordinators and other interested parties about possible consequences of conditions that the students of the semester have pointed out.

The public conclusions and recommendations of the semester coordinator
[copy from the semester evaluation report of the semester coordinator]

Conclusion of the study board
The study board has at its meeting on the above date decided that the following adjustments must be made in the semester description, planning, execution and evaluation of the next iteration of the semester.
Appendix 6: The study board’s conclusions of the study programme evaluation

The following template should be used by the study board for the summary of the board’s conclusions concerning the study programme evaluation. The form can be found as a word document on cs.aau.dk

<table>
<thead>
<tr>
<th>Study board conclusions of the study programme evaluation report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year: 20xx</td>
</tr>
<tr>
<td>Campus (Aalborg)</td>
</tr>
<tr>
<td>Study programme (E.g. DAT6, DAT10)</td>
</tr>
<tr>
<td>Date: xxx</td>
</tr>
</tbody>
</table>

This document represents the public version of the evaluation of the abovementioned programme and year and is based on responses from students (at the end of the last semester of the programme) to a questionnaire about their experiences with the contents of the programme, coherence, progression and study load, etc.

The conclusions from the study board (below) represents the board’s decision about the adjustments that should be made based on the evaluation of the students. The conclusion can include information from semester and teaching evaluations, earlier study programme evaluations and other information from students, teachers, employer panel, etc. known by the study board.

The document also represents the study board’s response to graduates, students, teachers and other interested parties about the conclusions made based on the responses of the graduates.

Summary of the graduate responses

[overview of the quantitative responses of the students and possibly the study board’s summary of the qualitative responses]

Study board conclusion

The study board has on its meeting on the above data decided that....
Appendix 7: Norms concerning requisition of teaching

The table below shows the hourly standards that departments use in connection with the requisition of teaching assignments in departments.

Note that

- The requisitions are to be perceived as a resource framework for teaching activities, as departments are encouraged to redistribute, if relevant. For example, hours for project supervision might be levelled so that project supervisors get assigned roughly the same number of hours regardless of the number of students in the individual project groups.
- The respective teachers determine the structure of the modules (the number of lectures, tutorials, workshops, etc.). The semester secretaries are expected to ask about this for reasons of scheduling.
- For small groups of students, not all course modules listed in their curriculum will necessarily be requisitioned; these might instead be included as parts of their project module (which will then be increased accordingly).

<table>
<thead>
<tr>
<th>(Full) charge for course modules of 5 ECTS credits</th>
<th>140 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional 1, 5 hours per student</td>
<td>1, 5</td>
</tr>
<tr>
<td>Recurrence rate for course modules of 5 ECTS credits in case of splitting of classes or similar⁹</td>
<td>70 hours per. extra class</td>
</tr>
<tr>
<td>Course exam and re-examin, teacher and co-examiner each per student. It is assumed that exam papers, exam questions, and the like, are reviewed by an external co-examiner or a colleague</td>
<td>0.33 hours</td>
</tr>
<tr>
<td>Project supervision per student per ECTS credit</td>
<td>0.97 hour</td>
</tr>
<tr>
<td>Max. #hours for project supervision per project group</td>
<td>100 hours</td>
</tr>
<tr>
<td>Project exam per student (for censor who is not an examiner)¹⁰</td>
<td>2 hours</td>
</tr>
<tr>
<td>Min. #hours per project exam (for censor who is not an examiner)</td>
<td>8 hours</td>
</tr>
<tr>
<td>Re-exam of project per student (for examiner)</td>
<td>5 hours</td>
</tr>
</tbody>
</table>

---

⁹ This rate is applied also in case of teaching across campuses – e.g. Aalborg and Copenhagen – via use of video conferencing equipment. The total amount of hours are calculated as ((140 + 1.5 * #students in both classes) + 70 hours) = total amount of resources for the course.

¹⁰ Resources needed by the project supervisor for examination are included in the requisitions for the project supervision.
Max. #hours per project exam (for examiner) | 10 hours
---|---
Re-exam of project per student (for censor who is not an examiner) | 1 hour
Min. #hours per project re-exam (for censor who is not an examiner) | 2 hours
Internship and thesis supervision of diploma engineers | 30 hours
Semester coordination in the 1st year of bachelor’s programmes | 60 hours
Semester coordination after 1st year of bachelor’s programmes | 40 hours
Expert assessment of applications from external applicants, per external application | 0.33 hours

**Appendix 8: Project supervisor's role**

Cf. requisition standards in Appendix 7, a project supervisor gets 0.97 hour per student per ECTS credit (i.e., between 14.55 and 29.1 hours per student) to cover all tasks involved in being a project supervisor. Thus, the hours allocated must cover not only meetings with the students but also preparation for these meetings, attendance at staff meetings, etc., and preparation and conducting project examinations. Typically, the project supervisor meets the project group once a week for approx. 1.5 hour (for a group of 6 students who are doing a 15 ECTS project. This depends, however, on how the group and the supervisor agree to spend hours most appropriately, which is one of the factors that should be discussed initially with project group.

In case of academic or collaborative problems in the project group it is the responsibility of the project supervisor to inform the semester coordinator about the problems.

There are a number of descriptions (in Danish) of the project supervisor's role. Examples of such can be found below.

Søren Hansen og Anette Kolmos. *Projektvejlederen som "mesteren" i en gensidig forståelsesdialog*, people.plan.aau.dk/~sh/Publikationer/MesterenGensidigDialog.htm


Appendix 9: Check list for semester coordinators at the first study year

This check list is meant as a supplement to the tasks listed in section 1 and only applies for semester coordinators at the first study year at the bachelor’s programmes.

At the first study year it is the task and responsibility of the semester coordinator specifically

1. to make clear the learning goals of the semester towards the teachers and especially be aware of teachers with limited experience in the teaching of the PBL model.
2. in connection with semester introduction (at the introduction meeting and/or during other introduction activities)
   a. to inform the new students about the fresher’s period and fresher’s camp (maybe with the help from a fresher’s instructor)
   b. to inform the new students about study cafés, where they can meet older students and help them with academic challenges and answer general questions about their study programme
   c. to inform new students about status seminar
   d. at the beginning of the introduction meeting at the second semester collect comments from the students about the first semester and ask the students to fill out the questionnaire from The Department of Computer Science about the teaching and semester evaluation.
3. to plan and conduct 2-3 steering group meetings per semester
4. via dialogue with the PV teacher achieve a good cooperation with the teachers in the PV-course, including the PV consultations and the co-supervision
5. to focus on retention and problems about dropout, including to support activities or suggest activities to students, study board or department that can stimulate the student’s motivation, including student driven networks, conducting meetings where new students can meet representatives from companies and older students, etc.
6. to prepare the guidance to the status seminar with involvement of the PV teachers and invite the PV consultants (and maybe the co-supervisors) to participate in the status seminar
7. maybe invite the project supervisors (and maybe the co-supervisors) to a meeting, where the project exams are aligned with the learning goals and assessment criteria of the curricula
8.

Appendix 10: Check list for the project supervisor at the first study year

This check list functions as a supplement to the tasks listed in section 1 and only apply for the project supervisors at the first study year of the bachelor’s programmes.

At the first study year it is the task and responsibility of the project supervisor specifically
1. that the project supervision at P0 as a minimum includes 3 supervision meetings as the students at this point have just started and therefore need help to get a good start

2. that the project supervision at P1 and P2 normally includes one supervision meeting a week for a project group of a normal size, where there is focus on (apart from the academic)
   a. the students use of project management tools (time schedules, academic and social contract etc.)
   b. dropout/sick leave and to contact the coordinator in case of this

3. to cooperate with the co-supervisor including in connection with the status seminar, where the groups present their project work to supervisors and opponent groups; according to the frames of cooperation agreed between the semester coordinator and the PV teacher/s.

4. to be aware of that the students are introduced to a good academic approach in terms of the use of source material

5. to focus on that the students work in a structured and methodical manner with both solution of problems as well as with problem and process analysis

Appendix 11: Change log of Semester Management

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Paragraph</th>
<th>Page</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>03072019</td>
<td>All</td>
<td></td>
<td>SICT is replaced by The Department of Computer Science and other minor changes have been made in connection with the organizational change as of October 1 2019 at AAU.</td>
</tr>
</tbody>
</table>