



## MINUTES OF MEETING

26 MARCH 2026

**Forum** Board of Studies for the MSc in Global Development

**Meeting date** 26 March 2026, 14-16 PM

**Place** Room 5.1.16

**Campusadministration Søndre**

**Uddannelse**

**Uddannelsesudvikling og  
kvalitetssikring**

**Attendees**, John Rand, Christian Lund, Atreyee Sen, Anna Isabella Kastberg Andersen, Chatarina Quinn Etoll, Hannah Sofia Braren Lindgren, Anne-Mette Østergaard (Study Counsellor), Susanne Stoltz (Educational Partner), Stephan Reinemer (Educational advisor), Anne Villumsen (Educational advisor), Ulla Susan Andersen (exam coordinator)

KAREN BLIXENS PLADS 16, 6A-1-41  
2300 KØBENHAVN S

DIR 35 32 31 60

**Minute taker**  
Susanne Stoltz

susanne.stoltz@adm.ku.dk  
www.samf.ku.dk

### Agenda and minutes

#### 1. Approval of the agenda / John

The agenda was approved.

The student guidance is preparing a joint report on the study environment survey. It will be ready in May, when they would like to present it at the study board meeting. Item 6 is therefore postponed until the May meeting.

It is stated in the minutes from the last meeting that *“The board agreed to prepare a formal response to the external examiners, with John and Susanne drafting a proposal for discussion at the next meeting.”*

The Study Board will receive a draft ahead of the next Study Board meeting once we have reviewed the evaluations of the thesis and the internship at this meeting.

## 2. Course evaluation of the Academic Internship (30 ECTS) and Master's Thesis / John

SIDE 2 AF 7

The Head of Studies presented the evaluation results for the Master's Thesis and the Academic Internship from the autumn semester.

The response rates were very low:

Master's Thesis: 12% (3/26 respondents)

Academic Internship: 29% (6/21 respondents)

No comments were raised regarding the results or student remarks. The Study Board noted that the low response rates are problematic.

*Follow up: The student representative offered to send an evaluation reminder to students who are expected to hand in their thesis (first attempt) or internship report. Ulla will provide a list of names shortly before the submission deadlines.*

*The submission deadline for the internship report is 12 August 2026.*

*The Study Board forgot to decide on an ABD-rating for either the Master's Thesis or the Academic Internship during the meeting. The Head of Studies will propose an ABC rating for both activities and at the study board meeting in May.*

## 3. Curriculum / Stephan and John

### Social Science Perspectives on Climate Change and Development

Stephan gave an orientation regarding updates to Learning Outcomes and adjustments to the week-by-week plan.

#### **Introductory remark**

As a general principle, changes to course descriptions – including learning outcomes and key teaching elements – should ideally be finalised and made public before the course registration period to ensure full transparency for students. However, to support accurate course descriptions and ongoing pedagogical development, we recognise that this is not always possible, and minor or clarifying updates may be implemented during the semester.

#### **Additions to Learning Outcomes**

The course coordinator has expanded the Learning Outcomes. These additions do not alter the academic level, remove existing outcomes, or conflict with the programme's competence profile. They have therefore been implemented administratively, and the Study Board is informed for transparency.

#### **Adjustments to the week by week plan**

The revised week plan reflects changes solely in the didactic structure (e.g. sequencing of lectures and workshops, cases, simulations, GIS

exercises). Learning Outcomes, examination form, and workload remain unchanged. Such didactic adjustments fall within normal teacher discretion – similar to changes that may follow from midterm evaluations – and do not require Study Board approval.

#### **Administrative follow up**

The [course description on kurser.ku.dk](https://kurser.ku.dk) has been updated accordingly.

The Study Board had no comments and approved the changes.

#### Cross-Disciplinary Summer Course on Migration

The Head of Studies informed the board about a new cross-faculty summer course on Migration. The course is offered by Global Development but is taught by several lecturers from different fields expertise on a specific aspect of migration, making it the first university-wide interdisciplinary summer school at KU. This two-week MA-level course examines international migration from multiple disciplinary perspectives and equips students with both analytical and practical skills.

The exam will take place on the final day of teaching and will consist of a group presentation combined with an individual multiple-choice test.

It will run for the first time in summer 2027 for KU students, with the intention of opening it to EVU and ÅU (Continuing Education (and Lifelong Learning) + Open University) students from 2028.

In addition to its academic value, John noted that it would be beneficial if the summer course could substitute a mandatory course for students in the EKA/1-year programme who fail a mandatory course, allowing them to complete their programme without prolonging their studies. This is, however, not currently permitted under existing regulations and requires legal clarification.

The final course description will be presented for approval at the May meeting.

#### **4. Master's Reform**

The Head of Studies briefed the board on the ongoing work related to the Master's Reform. There will be a KA-reform workshop on 14 April, where a group consisting of academic and administrative staff, the Heads of Department for Anthropology and Economics, and the Head of Studies at GD will finalise the programme application. The student representative will be invited to a separate meeting in May.

Two programme models are being developed: a one-year 75 ECTS Master's programme and a work-integrated 75 ECTS EKA programme,

each with an expected intake of 40 students. The EKA model consists of a full-time 30 ECTS first semester followed by three part-time semesters combining study with a minimum of 17 hours of weekly employment. Tuition will be reduced during the part-time period, as students are salaried by their employer.

The two programmes will run in parallel and share the same mandatory courses, which are expected to follow the current block structure. The field trip will not be included in the new formats.

A key advantage of offering both models is that students will be able to transfer from the EKA programme to the one-year programme if their employment ends or the students do not manage to get employment. Transfer in the opposite direction is not currently possible, but we are working to make this an option.

The matching process for EKA students and employers is planned to begin during the introduction days in August. Challenges may arise for international students who receive their BA diplomas later due to differing semester schedules.

We are working on identifying a viable solution.

**5. Request for Research Funding in Connection with the Bolivia Field trip / John**

The Study Board was asked to consider whether students should be eligible for extra financial support in connection with the Bolivia field trip. A student applied for 1,750 DKK.

It was noted that the standard practice on IRF is that students may apply for 500 DKK, and that only the standard amount is granted. Student representatives remarked that the application process was unclear and confusing. They suggested that applications should be submitted after the trip, based on actual expenses, rather than in advance based on estimated costs.

*Follow up: John will discuss the matter with Helle and Pablo.*

**6. Study Environment Survey / John**

The item was postponed to the May meeting. The justification is provided under item 1.

**7. Briefing on decisions regarding exemptions / John**

The Head of Studies presented an overview of exemption cases handled

in the autumn semester. Only very few students apply for exemptions: 7 applications were processed, of which 6 were approved and one was partially approved.

SIDE 5 AF 7

It was noted that some students appear unaware that they can apply for exemptions or are unfamiliar with the procedures. As a result, they often contact the Head of Studies at a late stage, which may lead to delayed or rejected applications. Students in need of guidance should contact the Student Guidance and submit their exemption request via a form on KUnet, ensuring it is done in due time.

*Follow-up: Student representatives will help raise awareness of this process. Susanne will send Quinn the text and KUnet link for distribution to students.*

## **8. Graduate survey / John**

The Head of Studies presented the results of the latest graduate survey. Overall, the responses were more negative than in previous years. Low scores regarding methodological skills were consistent with earlier surveys. John expressed surprise at the relatively weak ratings for “solutions-oriented” competences. It was noted positively that verbal communication skills were rated equally high in both required and acquired skills.

Christian observed a growing trend towards generic language in students’ writing: while grammar is good, the content is less substantial, likely influenced by AI-generated text. This is a real concern. He is interested in students producing their own work, even if imperfect, as writing is part of the thinking process.

Hannah noted that it can be difficult to navigate and called for more guidance and teaching on use of AI, possibly integrated into the field course.

Atreyee added that AI use should also be considered within a broader moral and environmental context.

Regarding the “usefulness of the education”, the board found it concerning that graduates rated the match between programme learning outcomes and employer expectations comparatively low.

Hannah questioned whether student stress might influence these responses, given that employers often report very positive experiences with graduates. John confirmed that employers’ feedback typically differs markedly from students’ own perceptions.

The board discussed that KU has historically not been strong in preparing students for the labour market. A positive trend, however, is that more international graduates now remain in Denmark and secure employment. The link between internships and subsequent job opportunities is strengthening, and the programme score above average for teaching quality.

John informed the board about a new tool that tracks alumni career outcomes 5 to 10 years after graduation, showing that graduates are generally doing well.

Students are encouraged to join the GD alumni Facebook group, where internship and job opportunities are posted.

*Follow-up:*

*As a point for the 14 April workshop, the participants should discuss potential adjustments to exam formats considering AI, including how to support responsible AI use. Teach will contribute to this discussion. Strengthening students' ability to work effectively in teams will also be a focus area. Updated proposals will later be presented to the Study Board.*

*John noted an error in the "Transition into the labour market" summary, which will need correction.*

## 9. News from the Students

### Stata materials for the GLOBE course

Students reported that the Stata materials expected from Neda have not yet been uploaded. Several students expressed stress about this and would like access to the materials before the Easter break so they can use the holiday to prepare.

*John will follow up with Neda.*

### Request for feedback on exam grades

Students asked whether it is possible to receive feedback on their exam grades. John explained that KU does not require lecturers to provide post-exam feedback, and lecturers are not compensated for this work. Consequently, he cannot require staff to offer feedback. A checklist cannot be provided for exams involving external examiners.

Christian noted that grades themselves constitute a form of feedback according to the regulations, and lecturers are not expected to explain the meaning of individual grade levels. Quinn argued that feedback would help students understand how to improve next time. John clarified that increasing feedback would require redistributing teaching hours, meaning fewer lessons overall; students should therefore consider what they

would be willing to trade off.

SIDE 7 AF 7

It is also not possible to book individual feedback meetings with lecturers, as they are not allocated hours for this.

#### Participation in the Introduction Days

The board discussed concerns regarding students from Africa and India who are unable to attend the introduction days due to work commitments. This can create social barriers, as these students may struggle to get to know their peers and often face additional challenges such as visa-related stress. It is therefore important that all students, and especially non-EU students, participate in the introduction activities.

John is working on strengthening support for students coming from non-EU countries.

#### *Follow-up:*

*Anne-Mette encourages students to contact her if they have questions about the start of semester or if they experience stress, as she is involved in organising the introduction programme.*

#### **10. News from the Head of Studies / John**

The study environment funding of 2026 at the Faculty of Social Science is now open for applications from all students at SAMF faculty. Deadline is 15 April.

If you have a good idea for a new project that can strengthen the study environment at GD, then you can apply for funds.

#### **11. News from the Student Counsellor / Administration / Anne-Mette - none**

#### **12. AOB / John -none**