

The Board of Studies of Natural Sciences' guidelines regarding course descriptions

In recent years, the Board of Studies has defined a number of guidelines concerning the framework for course descriptions as well as the framework regarding which changes can be decided by the degree programme's Education Committees (UU) and which changes must be processed by the Board at the two annual meetings regarding courses and curriculum.

This is a continuous process in which the Board continues to develop its practice.

Below is a list of the various topics in which a practice or a decision as to where the approval should be made has been determined.

The Board of Studies is still able to see all course changes in the system on OneDrive, and the Board may address changes even though they have been approved by the Education Committee

Topic	Decision
Active participation	<p>It is important that the student is able to clearly understand what active participation is and how the requirement is met. Active participation must therefore always be described so that it includes activities that can be measured - and thus can be documented. If it is an attendance requirement only, it must be stated as 'mandatory teaching' and must be checked with lists of participants.</p> <p>Please note that lectures cannot be made compulsory.</p>
Capacity constraint (enrollment limitation) on courses	<p>For courses where there is a limited capacity for the number of enrollments, the participants must be selected following this prioritised selection criteria:</p> <p>Priority 1: One or more academic criteria (e.g. the course must be included as a compulsory element in a supplementary subject; The student must have passed specific courses; The student must be enrolled on a particular study programme).</p> <p>Priority 2: Seniority on the programme, settled as earned ECTS credits at course registration. For Master's degree courses, priority is given to Master's degree student before Bachelor students.</p> <p>Priority 3: Drawing lots among students who are equal in relation to the previous criteria.</p>
Learning objectives	<p>Learning objectives are a key element in the description of the learning outcomes of the individual course.</p> <p>The following guidelines apply to the description of learning objectives:</p> <ol style="list-style-type: none">1. Each course must contain up to 5-8 learning objectives2. Each learning objective must follow the SOLO taxonomy and the guidelines described on ST Learning Lab's website

	https://stll.au.dk/en/resources/learning-objectives-taxonomy-and-course-descriptions/ 3. When compiling the learning objectives, the progressional placement of the course in the curriculum must be taken into account, e.g. so that learning objectives for Master's degree courses are at a higher taxonomic level than the objectives for Bachelor's degree courses. The Grading Scale Order requires that the assessment is based on an overall assessment of the extent to which the performance meets the objectives set for the course cf. the course description. Therefore, the course coordinator must ensure that this can be met with the formulated learning outcomes when compiling the course description.
Re-examination/B Exam	Must have the same form as ordinary exams, i.e. ordinary is oral = reexamination is oral/ordinary is written = reexamination is written, etc. However, there may be differences between the ordinary and re-examinations, e.g. in terms of timeframe, content.
Prerequisite requirements for Master's courses	The Board of Studies finds that there is a growing need to state prerequisite requirements in Master's degree courses, so that the most important courses are mentioned. Given that course replacement is very difficult, it is appropriate for students to be very aware of any prerequisites.
Changes that do not require a new approval from the Board of Studies:	
Title changes in previously approved courses	Courses that change the title, but not the content to a significant extent, do not need to be submitted for approval. The change can be handled by the Education Committee (UU). If the course is often used in other study programmes, the other relevant heads of programme (UA) must be informed about the change.
Linguistic/Substantive corrections	Courses that include linguistic clarifications, proofreading, stating new literature, new teacher, specification of time for exams and preparation (e.g. that the exam time is changed from 25 to 30 minutes; that the preparation time is increased/reduced by a number of minutes) can be approved by UU and UA.
Changes in learning objectives	Courses where the learning objectives are changed, but not to such an extent that a course changes character and must thereby be described as a new course. The Board of Studies expects the heads of degree programmes and The Committee on Education will be able to assess whether the board of Studies ' approval is necessary.

Change in co-examination	UA/UU may decide to change from internal exam to external exam (with an external co-examiner from the co-examiner list). UA/UUs are responsible for ensuring that the degree programme complies with the requirement that 1/3 of the significant elements of the programme are external tests ¹
Change regarding preparation time/aids	Under discussion in the Board
Requires approval by the Board of Studies:	
New Courses	All new courses must be approved by the Board of Studies
Changing the form of examination	A previously approved course, which changes the form of examination, must be approved by the Board of Studies. However, it is the responsibility of UA/UU to ensure that there is sufficient variation in the types of exams in the degree programme, cf. the current rules in the exam order. ²

¹ External tests must cover the most important areas of the degree programme, including Bachelor's project, Master's thesis, Master's project. At least 1/3 of a programme's total ECTS credits (European Credit Transfer System) must be documented by external tests. However, this does not apply to credit transfer transferred exams, cf. § 32.2.3.

² The programme must include a variety of forms of examination to reflect the content and working methods of the teaching. The form of examination must take into account the purpose of the individual subject or subject element, and may, for example, be oral, written, practical exam and project placement as well as combinations of the different forms of examination.