



**AAU
ENERGY**

**AALBORG
UNIVERSITY**

STUDY PROGRAMME EVALUATION

SPRING SEMESTER 2024

The Study Secretariat, AAU Energy

December 2024

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1. Introduction

1.1 Contents of the report

This report contains the quantitative data from the study programme evaluation of the spring semester 2024 for the Study Board for Energy and the BEEM Study Board. The qualitative data has been processed internally and in confidentiality by the two study boards.

1.2 Follow-up on the results

Overall, the evaluation shows that the graduates are predominantly satisfied with their study programmes. The response rate is 39 % which is similar to last year's response rate of 34 % and still on the low end when considering the representativeness of the data.

The study boards discussed the graduates' ideas for improvement and have taken them into consideration:

Aalborg

- PED: A student assesses that the courses on the second semester should be revised.
- TEPE: The two courses on the second semester, *Chemical Reactors and Process Systems* and *Fuel Conversion and Production*, have some overlapping. They also suggest that it should be limited how many groups a supervisor can have on the 10th semester.
- EE: Two students think that the workload was very high on the 5th semester due to many lectures in all the courses.
- TEPE: As stated in previous evaluations, a student points out that the workload was very high on the 1st semester due to difficult courses combined with learning about CFD and writing a scientific article.

Esbjerg

- AIE – IE: Signal processing should be reinstated in the curriculum. The same student also suggests a graduation for AIE since many of the graduates leave the university after finishing this programme.
- AIE – ITCS: A student finds the courses in thermodynamics, mechanics and numerical methods irrelevant to the programme. Instead, they suggest that there is only one course in mechanics which includes particle and rigid body mechanics and excludes statics. They also suggest replacing the course in thermodynamics with a course in signal processing and numerical methods with statistics and probability or discrete math. Finally, they suggest replacing energy and biological physics with electro physics.
- PECT: A student wants to limit the amount of online teaching and to involve companies earlier in study programme. The same student also points out that it would be positive if the exams could be spread out a little more. For example, they mention that they had three exams in 10 days in one semester.

1.3 Abbreviations

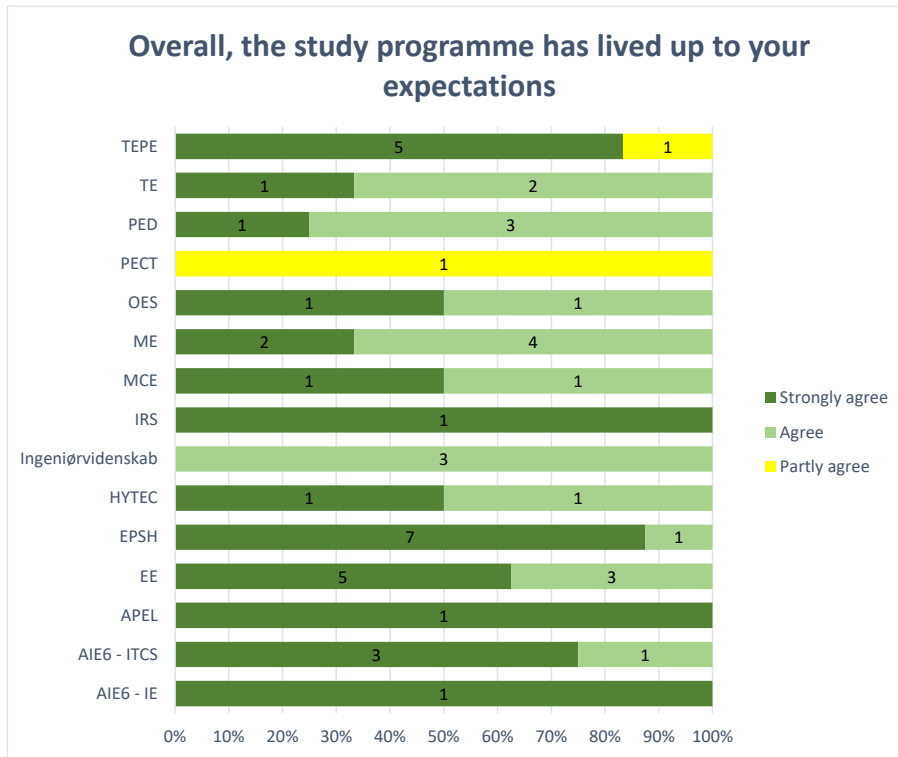
- AIE: Applied Industrial Electronics
- APEL: Advanced Power Electronics

- DS: Dynamic Systems
- EE: Electrical Energy
- EPSH: Electric Power Systems and High Voltage Engineering
- GE: General Engineering
- HYTEC: Fuel Cells and Hydrogen Technology
- MCE: Mechatronic Control Engineering
- ME: Mechatronics
- OES: Offshore Energy Systems
- PECT: Process Engineering and Combustion Technology
- PED: Power Electronics and Drives
- TE: Thermal Energy
- TEPE: Thermal Energy and Process Engineering
- WPS: Wind Power Systems

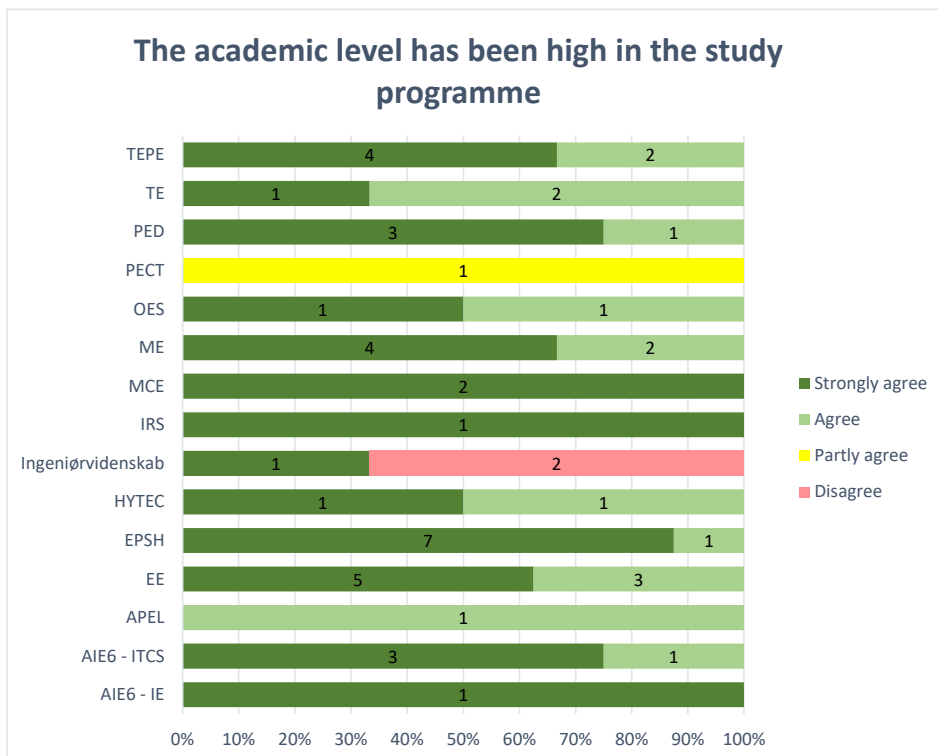
2. Response rate F24

Study programme evaluation	Responses	Students	Response rate
DS6	0	4	0%
TP6	0	1	0%
AIE6 - IE	4	15	27%
AIE6 - ITCS	4	11	36%
EE6	10	16	63%
ME6	6	15	40%
TE6	7	11	64%
GE6	3	6	50%
EPSH4	8	11	73%
PED4	4	11	36%
WPS4	0	0	0%
MCE4	2	16	13%
OES4	2	4	50%
PECT4	1	1	100%
IRS4	1	1	100%
TEPE4	2	11	18%
HYTEC4	2	5	40%
APEL4	1	6	17%
Sum	57	145	39%

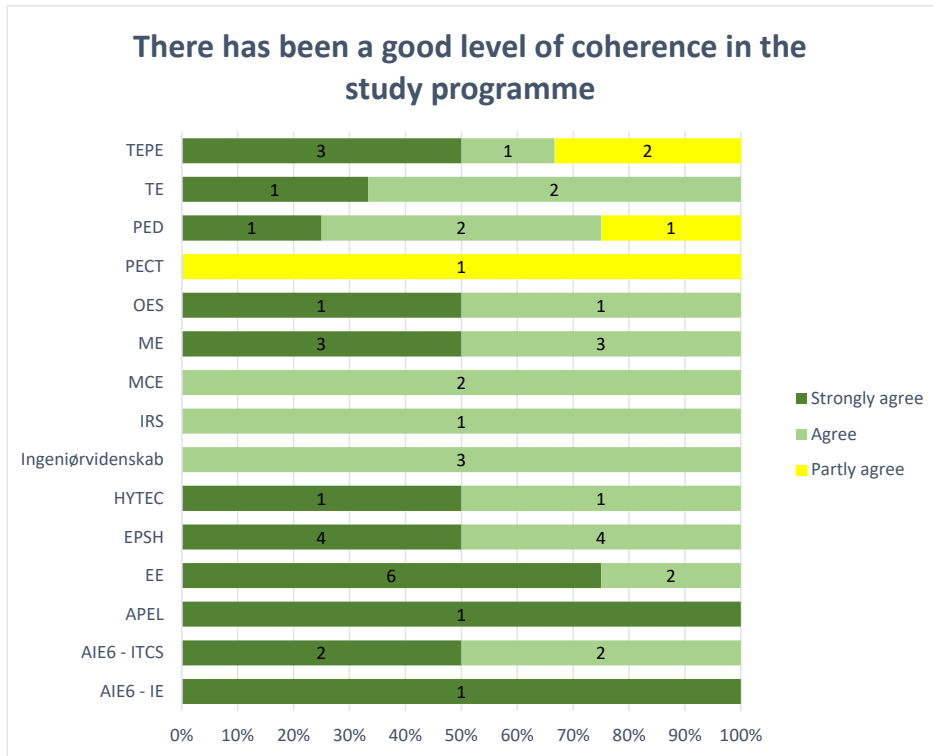
3. Overall evaluation



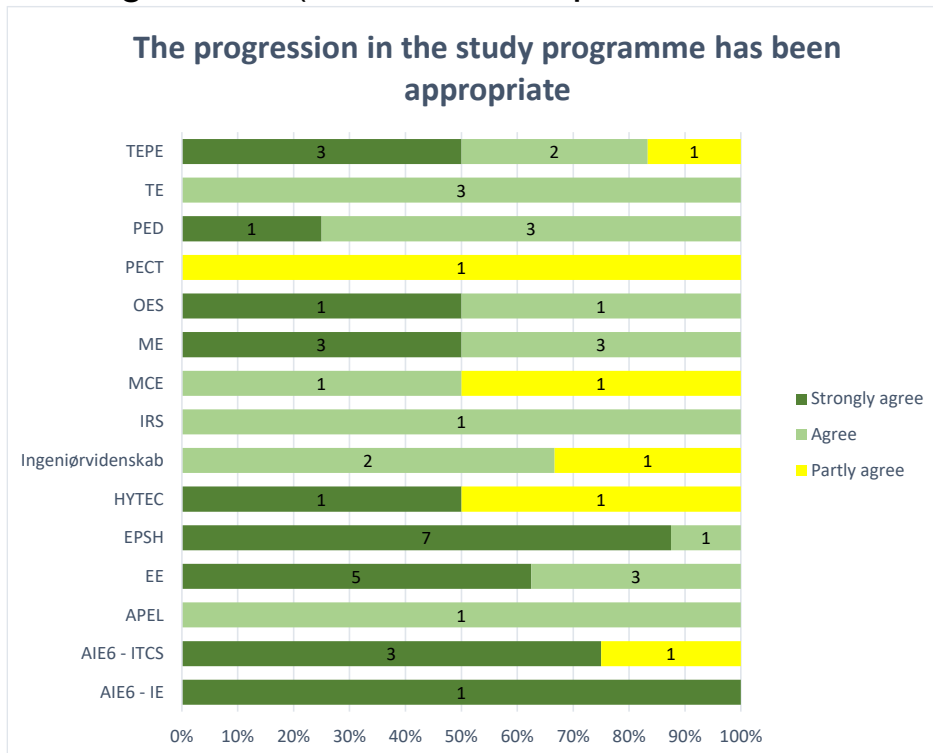
4. The academic level



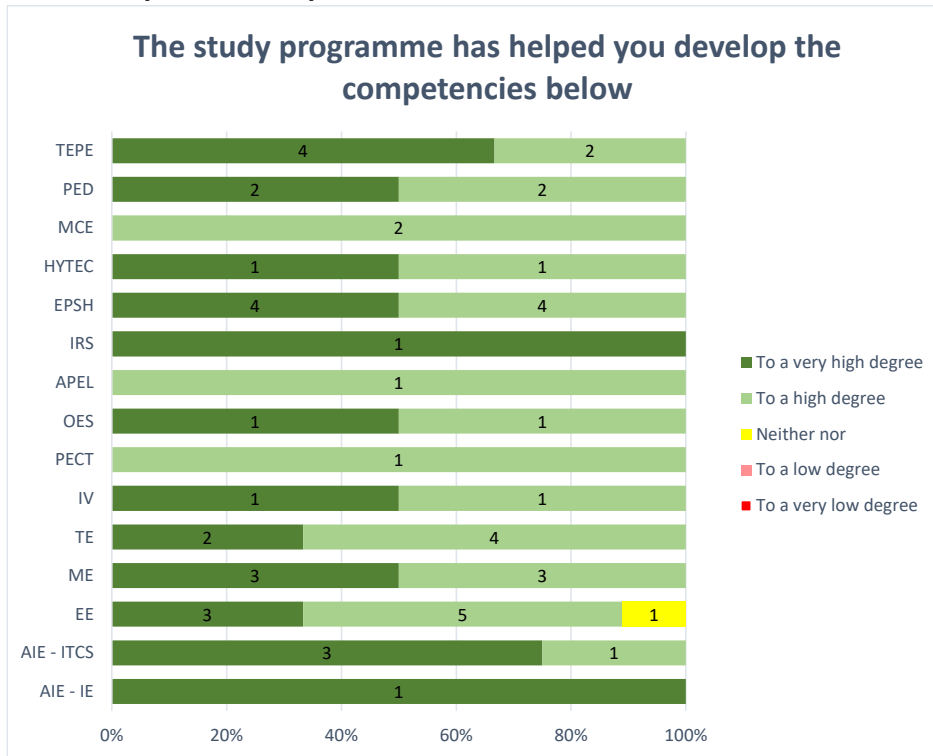
5. The level of coherence



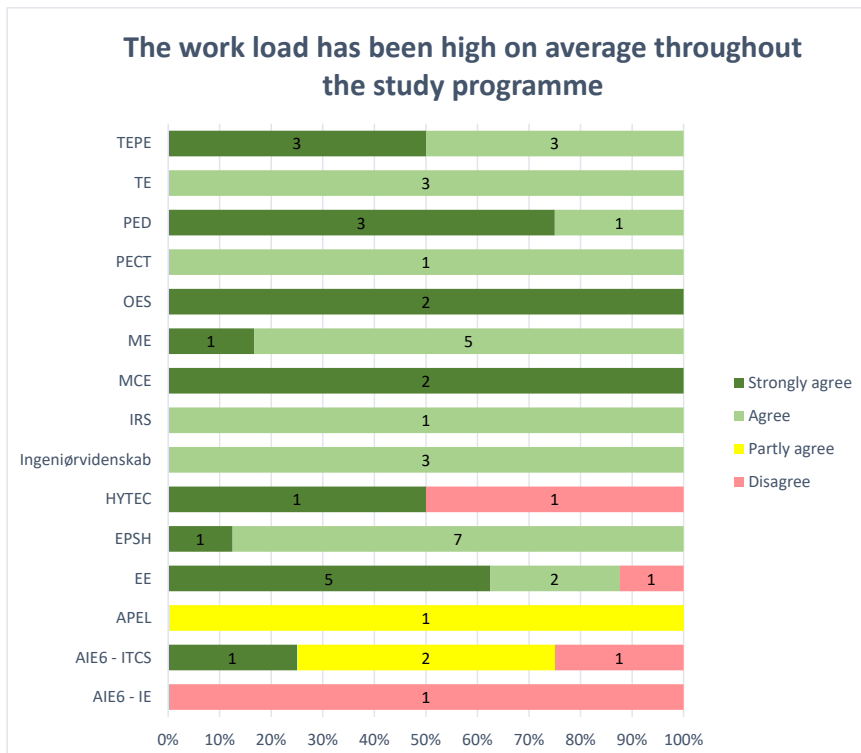
6. Progression (i.e. the development between the semesters)



7. Competence profile



8. Workload



9. Distribution of workload

