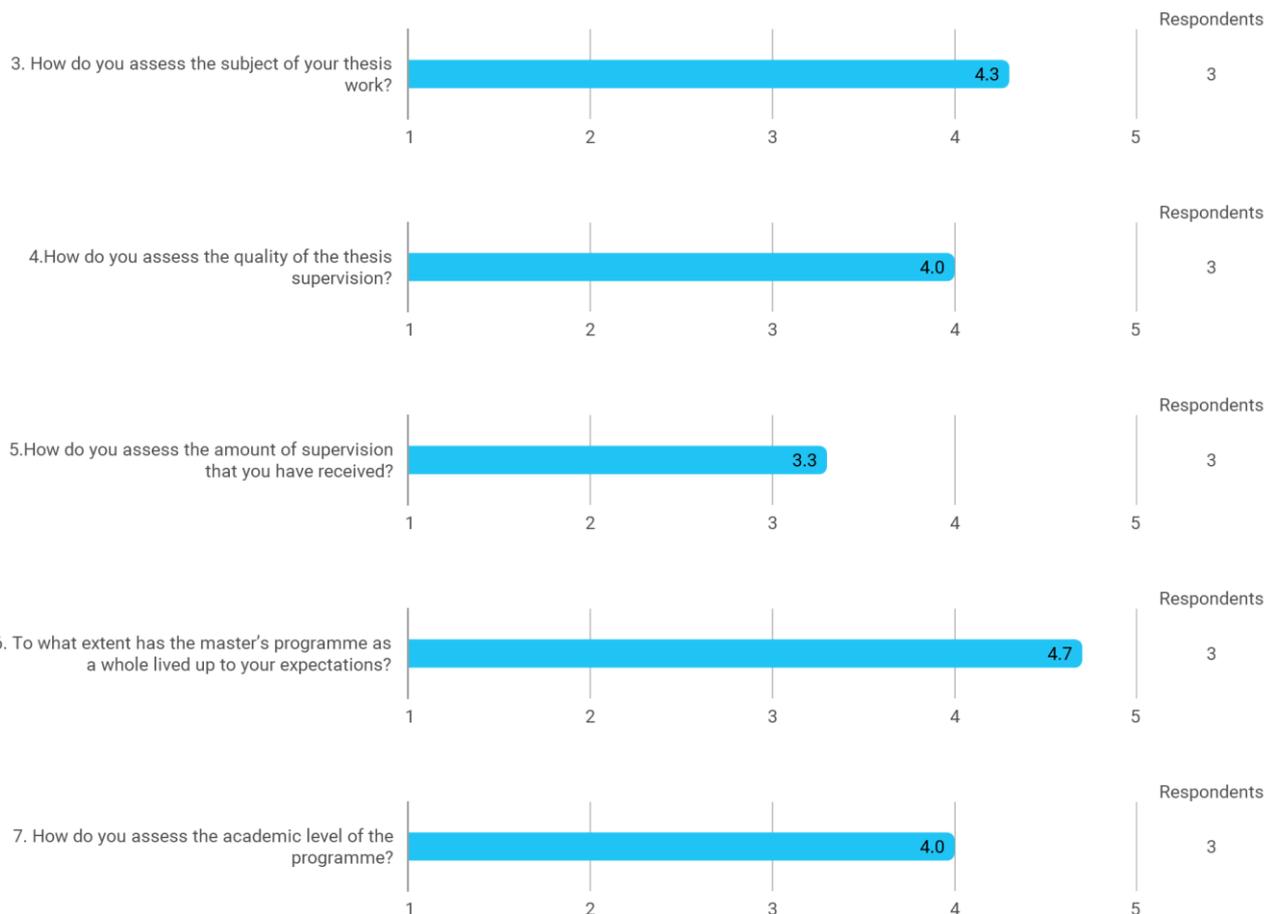![Aalborg Universitet logo]

AALBORG UNIVERSITET

Study board conclusions of the study programme evaluation report
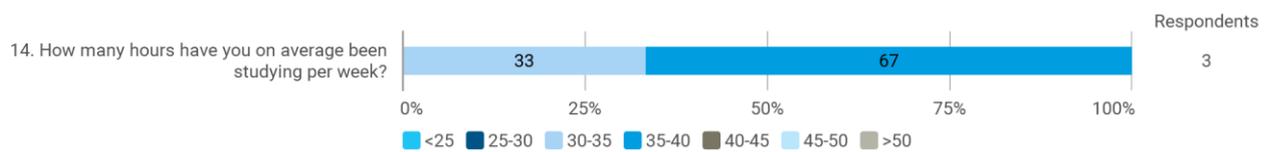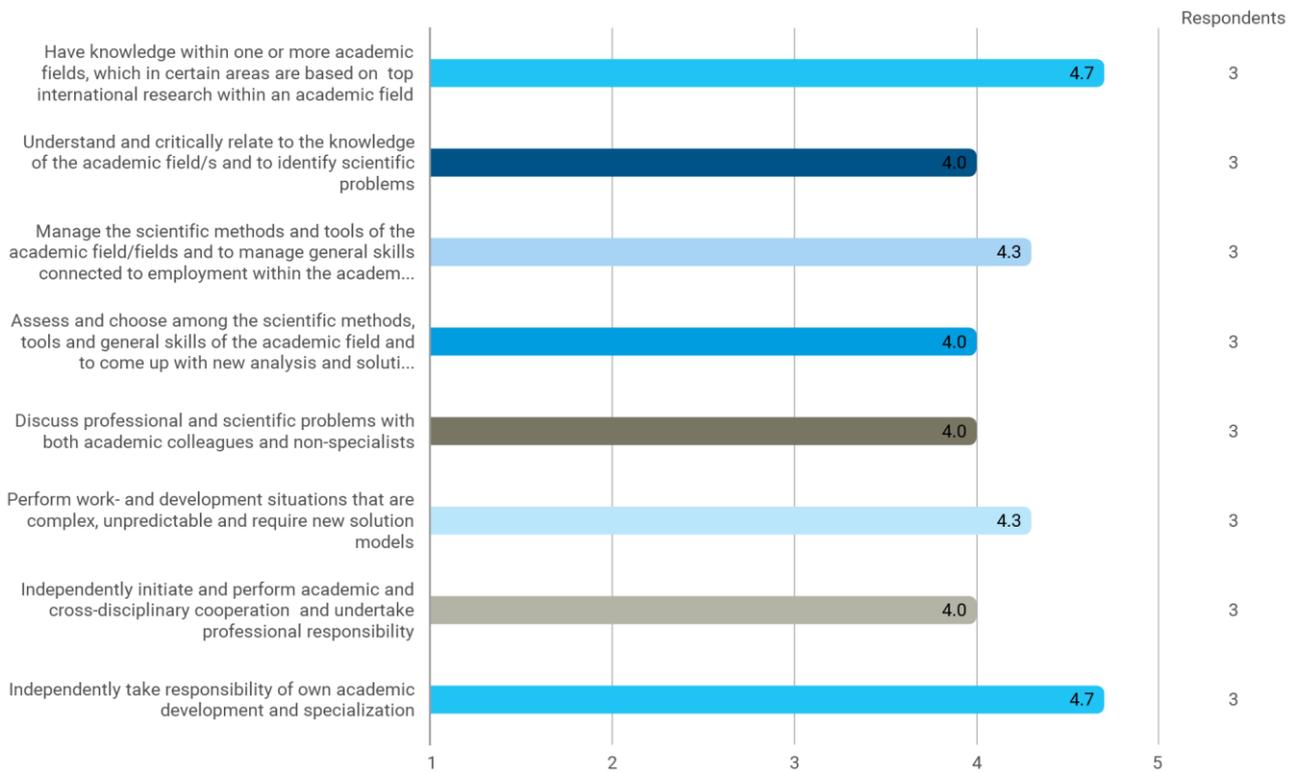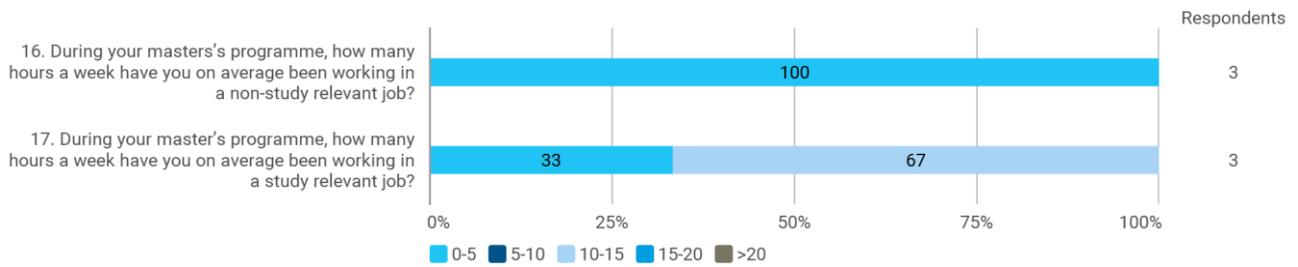
Year: 2020
Campus: Aalborg
Semester: VGIS10
Date:xxx

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 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.

Question	Score	Respondents
3. How do you assess the subject of your thesis work?	4.3	3
4. How do you assess the quality of the thesis supervision?	4.0	3
5. How do you assess the amount of supervision that you have received?	3.3	3
6. To what extent has the master's programme as a whole lived up to your expectations?	4.7	3
7. How do you assess the academic level of the programme?	4.0	3

8. How do you assess the academic content?

Respondents: 3

Rating	Value
	4.7

(Scale 1–5)

9. How do you assess the coherence of the programme, within semesters as well as between semesters?

Respondents: 3

Value: 4.0 (Scale 1–5)

Learning outcomes

Respondents: 3 (for each)

- Have knowledge within one or more academic fields, which in certain areas are based on top international research within an academic field — **4.7**
- Understand and critically relate to the knowledge of the academic field/s and to identify scientific problems — **4.0**
- Manage the scientific methods and tools of the academic field/fields and to manage general skills connected to employment within the academ… — **4.3**
- Assess and choose among the scientific methods, tools and general skills of the academic field and to come up with new analysis and soluti… — **4.0**
- Discuss professional and scientific problems with both academic colleagues and non-specialists — **4.0**
- Perform work- and development situations that are complex, unpredictable and require new solution models — **4.3**
- Independently initiate and perform academic and cross-disciplinary cooperation and undertake professional responsibility — **4.0**
- Independently take responsibility of own academic development and specialization — **4.7**

(Scale 1–5)

13. How would you rate your overall study load

Respondents: 3

Value: 3.7 (Scale 1–5)

14. How many hours have you on average been studying per week?

Respondents: 3

Category	Percent
30-35	33
35-40	67

Legend: <25, 25-30, 30-35, 35-40, 40-45, 45-50, >50

15. How many semester projects have you been doing in collaboration with external partners?

Respondents: 3

Value: 2.3 (Scale 1–5)

16. During your masters's programme, how many hours a week have you on average been working in a non-study relevant job? — 100 | Respondents: 3

17. During your master's programme, how many hours a week have you on average been working in a study relevant job? — 33 | 67 | Respondents: 3

Legend: 0-5 | 5-10 | 10-15 | 15-20 | >20

Conclusion of the study board

The study board has on its meeting on the above data decided that no actions are required from the Study Board.

In the evaluation the students point out the high academic level of education and are happy with thesis supervision. A singe student has commented that a supervisor has been busy. There is a single student that raises a concern that a project supervisor is also an evaluator of the project during the exam. The role of supervisors, also during the exam, should be made more clear to the students and we expect that a supervisor gives students all information that they should use during their project work.

A single student has expressed a wish for more machine learning topics in the education. This comment is forwarded to the education group for further considerations.