



THE STUDENT AMBASSADOR'S ANNUAL REPORT

2020



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1. Introduction and reading guide

The Student Ambassador role was created by the Board and the Rector in 2013. The function was, among other things, created to clarify in which areas the University can improve students' legal rights and improve the dialogue with students.

The most common enquiries to the Student Ambassador are from students who are in the process of applying for exemption or submitting a complaint. Typically, students question the guidance they have received from a case processor, a student counsellor or a teacher and request independent legal advice on their case. Often, students are also in unusually complicated situations.

In 2020, I received enquiries from 1.8 percent of the University's students. In total, 667 enquiries. Nine in ten enquiries were about ongoing cases at the University. Most enquiries involve contact with the student at least two to three times. Often, an enquiry results in more than five contacts with the student, and we advise a number of students throughout half and whole years.

In general, I base my annual reports on impressions from the cases that students enquire the Student Ambassador about. I also include my impressions from meetings with the UCPH administration, student organisations and NGOs during the year.

My impressions from 2020 have led to the following focal points for this annual report:

- information for study boards and training of employees in processing applications and complaints from students with functional impairments
- more components addressing responsible research in degree programmes
- enquiries about the behaviour of some teachers
- informing and consulting student political organisations and the Student Ambassador in connection with hearings regarding draft laws, ministerial orders, guidelines, etc.
- advice on applying for exemption from the rules

Reading guide

This report contains six recommendations (chapter 2), a number of impressions supporting the six recommendations (chapter 3), my insights into the University's improving activities (chapter 4) and a summary of the visibility of the Student Ambassador (chapter 5).

Initially, the annual report is a draft document, which is to be discussed by the Board, relevant management forums and governing bodies before it is published. When published, the annual report will become a document that parts of the organisation will refer to in various contexts. Likewise, the report will become part of the basis of my work in the years ahead.

Student Ambassador Bo Gad Køhlert
March 2021

2. Recommendations

I recommend that the UCPH administration focuses on the following in the academic year 2021-2022:

1

Inform all study boards etc., as soon as possible, about the content of the letter and checklist of 7 May 2020 from the Danish Agency for Higher Education and Science regarding educational institutions' administration of the disability area



2

Boost training of employees in processing applications and complaints from students with functional impairments



3

Continue to work to implement more components that address responsible research in degree programmes based on the Practice Committee's recommendations to the Rectorate from November 2018



4

Discuss examples of enquiries about teachers' behaviour (section 3.4) in collaboration committees and such as a basis for deans and heads of department to update information for employees and base their employment law-management of future situations on these discussions



5

Inform and consult the Student Ambassador earlier in connection with hearings regarding draft legislation on education, ministerial orders, guidelines, etc.



6

Add a link to existing guides on how to apply for exemption from rules under 'Exams' on each programme's study information page



3. Impressions supporting the recommendations

As previously mentioned, I received a total of 667 enquiries in 2020. Based on the insights I have gained from enquiries, etc., I recommend that the University continues its efforts to improve students' legal rights and the dialogue with students on the basis of my six recommendations above.

3.1 Meetings with faculties and the Central Administration

In this section, I summarise the points I have discussed with the faculties' programme managements and the Central Administration department Education & Students in February 2021 based on enquiries to the Student Ambassador in 2020.

In May 2020, the Rectorate endorsed the [memo on adjusting the University's processing of my annual reports \(in Danish only\)](#). The adjustment applies starting from my 2020 annual report. This means, among other things, that every year in February, I meet with each faculty and the Central Administration department Education & Students before sending my annual report for the previous year to the University Director in March. Representatives from the degree programme management and student politicians attend the meetings.

So in January 2021, I sent out presentations and statistics, based on enquiries to the Student Ambassador in 2020, to each faculty and to the Central Administration department Education & Students.

The most prominent types of enquiries in 2020 were:

- more than twice the number of enquiries about suspected exam cheating (from 24 enquiries in 2019 to 65 enquiries in 2020)
- more than twice the number of enquiries about bullying, sexual harassment, etc. of students by employees (from 24 enquiries in 2019 to 53 enquiries in 2020)

Read about the enquiries to the Student Ambassador in 2020 in more detail in Chapter 5 below (Visibility of the function).

In February 2021, I discussed items 1-14 (below) with the faculties and/or the Central Administration department Education & Students (US). The discussions of these items form the basis for my recommendations in this report.

	Item	HUM	LAW	SOC SCI	SCIENCE	HEALTH	THEO	US
1	Comparison of the unit's total number of applications for exemptions and complaints in 2020 with the number of enquiries to the Student Ambassador.	X	X	X	X	X	X	X
2	The Agency's letter and checklist from May 2020 regarding the educational institutions' administration of the disability area	X	X	X	X	X	X	X
3	Training of new employees in processing applications from students with functional impairments (the Non-Discrimination Act, the Danish Public Administration Act, the Examination Order, etc.)	X	X			X		
4	Possible cross-faculty update of complaint guides concerning legal complaints			X				

	Item	HUM	LAW	SOC SCI	SCIENCE	HEALTH	THEO	US
5	Status of the faculty's publication of an action plan on offensive behaviour	X	X	X	X	X	X	
6	Employees with a sexually transgressive behaviour pattern	X		X		X		
7	Initiatives at the faculty in 2019 and 2020 on responsible research based on the Practice Committee's recommendations to the Rectorate from November 2018	X	X	X	X	X	X	
8	A positive insight into communication, minutes from consultation interviews and decisions on suspected exam cheating		X			X		X
9	Assessors reporting paraphrasing in machine-generated plagiarism reports in connection with basic academic themes		X					
10	Practice for decisions on exam cheating							X
11	Communication to applicants for master's degree programmes that minimises the risk of them missing the short personal deadline for accepting the offer of admission				X			
12	Informing and consulting the University's student political organisations and the Student Ambassador in connection with hearings regarding draft legislation, ministerial orders, guidelines, etc.							X
13	Recommendation no. 2 from my report for 2019 in the context of recommendations from the UCPH think tank on stress and student well-being							X
14	Possibly investigate the possibilities of coordinating the University's deadline for granting pre-approved admission to applicants for master's degree programmes (10 June in 2020) and the deadline for registering for compulsory and optional courses on the first semester of the master's degree programmes (2 June in 2020). Bachelors with a legal right of admission appear to have better chances when registering for courses, which is based on a first-served policy, than bachelors without a legal right of admission.							X



Based on section 3.1, I recommend that the University's administration focus on all of my six recommendations in this report in the academic year 2021-2022.

3.2 Letter from the Danish Agency for Higher Education and Science from May 2020 on administration of the disability area

In this section, I elaborate on why I recommend that the University's administration inform all study boards, as soon as possible, about the existence of the letter of 7 May 2020 from the Danish Agency for Higher Education and Science on the educational institutions' administration of the disability area and focus more on boosting the training of employees in processing applications and complaints from students with functional impairments.

In November 2020, I became aware, via the minutes of [the meeting on 13 May in the Danish Parliament's Higher Education and Research Committee \(in Danish only\)](#), that on 7 May, the Danish Agency for Higher Education and Science sent a letter and a checklist to all higher education institutions regarding administration of the disability area.

At the Danish Parliament's Higher Education and Research Committee meeting in May, one of the parliamentary parties proposed a parliamentary decision to introduce a holistic study plan for students with disabilities. The Minister and others supported the decision to not process the motion for a resolution and gave the reasons that, among other things, the underlying purpose of the proposal has already been met in the [Non-Discrimination Act \(in Danish only\)](#) and the agency had sent the letter of 7 May 2020 to all higher education institutions before the meeting.

In November, when I became aware of the existence of the letter, I asked the Central Administration department Education & Students about the University's reception of the letter.

When I received a copy of the letter from Education & Students, I could read, among other things, that in the letter and checklist, the Agency set a pretty fixed framework for how applications for exemptions and complaints about how the University must deal with legal issues from students with functional impairments. For example, the Agency recommends that the University take the initiative, on its own, to grant special exam conditions to students with functional impairments from the moment the institution is made aware of the student's functional impairment, as well as that the student only has to inform the institution about their functional impairment once. The Agency also clarifies which special rights this group of students have with retroactive effect for any used exam attempts. I sent my comments on this to Education & Students five days after receiving the letter. See my email with the comments in appendix 1 below.

In recent years, the Danish Parliament, the Minister and the University have imposed stricter requirements for how individual students qualify to continue their education each academic year (study progress reforms, etc.). In relation to this, I believe that the Agency's letter of 7 May 2020 pulls in the direction of significantly increasing the visibility of the legal status of students with functional impairments by further specifying its legal basis.

Right now, I see the Agency's letter and checklist as two of the most important parts of the legal basis for processing applications for exemptions and complaints about legal issues from students with functional impairments.

At my meetings with the faculties and the Central Administration department Education & Students in February 2021, we discussed the University's efforts to implement the letter and the checklist.

My overall impression is that very few study boards were informed about the content of the letter and the checklist in 2020. In this connection, I would like to bring a reminder that the University Act stipulates that study boards are responsible for approving applications for exemptions (section 18 (4) of the University Act).

At the same time, I understood some places to have doubt about the appropriateness of forwarding the letter and checklist to study boards and case processors. In this connection, I would like to remind you that, for example, the Agency has published a previous letter from 11 December 2018 on external grading as an appendix to the [Agency's guidelines to educational institutions on students' legal rights \(in Danish only\)](#)¹.

Several faculties' study boards now grant students exemption to, for example, adjust an examination form, where the exemption is then given to all of the student's exams of the same type for the rest of their bachelor's or master's degree programme.

The faculties and the Central Administration are also working to implement the content of the letter and the checklist in the University's guidelines on the subject matter, in the study boards' case processing and in the administration's processing of legal complaints. In this connection, in January 2021, the Central Administration department Education & Students informed me that I would have the opportunity to submit comments on updated guidance material drafts, etc. as soon as possible.

One of the faculties also invited me, in future meetings in 2021, to further discuss how the faculty can strengthen guidance and administrative procedures for students with functional impairments.

On 10 March 2021, the Central Administration department Education & Students sent me a draft update of the University's guidance material from and gave me a deadline for comments on 17 March.

I have attached my response as appendix 2. My response contains suggestions for further changes to the guidance material before I deem the material to be a sufficient summary of current legislation and practices in the area.

So far in 2021, I have also found in two complaints that the content of the Agency's letter and checklist seemed to not have been adequately included, and that study boards had therefore rejected the application for exemption on an insufficiently informed basis. I have assessed this to be an aggravating circumstance. In both cases, I therefore asked the administration to keep me informed about the process and outcome of the case (pursuant to section 8 (3) of the Rules of Procedure for the Student Ambassador).

Based on the above, I assess that, over the past year, this may have led to a loss of rights for students with functional impairments because the letter and further internal guidance have not yet been sent to study boards and case processors.



Based on section 3.2, I recommend that, in the academic year 2021-2022, the University's administration:

- as soon as possible, inform all study boards about the content of the Agency's letter and checklist
- boost training of employees in processing applications and complaints from students with functional impairments
- inform and consult the Student Ambassador earlier in connection with hearings regarding draft legislation on education, ministerial orders, guidelines, etc.

¹The guide "Students' legal rights" from 2020 (in Danish only) targets higher vocational educational institutions and is a further development of the [guide "Students' legal rights" from 2011 \(in Danish only\) that targeted the universities](#).

3.3 Initiatives following the Practice Committee's 2018 recommendations on responsible research

In this section, I elaborate on why I recommend that the University continue to work to implement more components addressing responsible research (previously known as good scientific practice) in degree programmes based on the Practice Committee's recommendations to the Rectorate from November 2018.

As I also mentioned in my report for 2019, the University's Practice Committee sent, among other things, the following recommendations on teaching responsible research on the bachelor's and master's degree programmes to the Rectorate in October 2018²:

- "... that lectures on responsible research are conducted several times during programmes particularly in connection with written assignments."
- "... when welcoming international students, it should be ensured that everyone participates in a course where they are informed about UCPH's standards and rules for responsible research and for good study practice."
- "... it is further explored whether there is a need for preparing a guide on how to decode content of the machine-generated plagiarism report in Digital Exam and a guide on how to report a suspicion of plagiarism to the faculty."
- "... that faculties ensure that relevant teaching material is available within all disciplines."

In 2020, I received more than twice the number of enquiries about suspected exam cheating as in 2019 (from 24 enquiries in 2019 to 65 enquiries in 2020). Many of these enquiries were about students suspected of cheating after having participated in an exam with changed examination form because the exam had been converted due to the coronavirus. From these enquiries and other enquiries about suspected exam cheating, a picture emerged showing that instruction in responsible research can be better and more clearly integrated, than is currently the case, at most faculties in the degree programmes' learning targets and competencies, as well as in academic staff's lectures and supervision of students.

For these reasons, I asked the faculties to give me a status at the meetings in February 2021 on initiatives at the faculties in 2019 and 2020 on responsible research based on the Practice Committee's recommendations to the Rectorate from November 2018.

Overall, it turned out that most faculties have continued some work on implementing the Practice Committee's recommendations. At the meetings, a couple of the faculties mentioned that they have begun to form an overview of the study programmes' incorporation of the Practice Committee's recommendations and any needs for further initiatives. The deputy heads of department for education and the chairs and vice-chairs of study boards are involved among others.

Six years ago, one faculty focused on boosting students' knowledge of responsible research. Today, the faculty includes, for example, presentations and e-learning on it in the study start activities of

² https://praksisudvalget.ku.dk/publikationer/Aarsberetning_for_Praksisudvalget_2018.pdf (in Danish only), from page 12.

bachelor's degree programmes, has integrated learning about it in study activities during the first year of study, offers a course on theory of knowledge/science in the second year of study and has included the rules in the bachelor project agreement, which the student enters into with their supervisor and the degree programme.

At one of the meetings, it was also suggested that an interdisciplinary checklist could be prepared at UCPH for teaching and supervising staff, in which the Practice Committee's recommendations would be translated into even more concrete points about what is expected of initiatives from teachers/supervisors to individual students and groups of students.

Guidelines for the teaching portal about reporting suspected exam cheating

In my annual report from 2018, I mentioned that it seemed that in most of the reports from an assessor to a head of studies that I saw that year, the assessor did not explain or document in a sufficiently clear manner which parts of the plagiarism report that seemed to be plagiarism. Unfortunately, this was also the case in many of the reports I saw in 2019 and 2020.

For this reason, I recommend writing out guidelines for assessors about how to report suspected exam cheating to the head of studies in a sufficiently clear, non-repudiable and sufficiently documented manner, and posting these guidelines on the [University of Copenhagen's teaching portal](#).

Such guidelines could also recommend the internal assessor to describe in their report on suspected exam cheating how elements of responsible research were included in the course/supervision.

At the same time, I recommend (like I did in my report for 2018) that if a head of studies finds the assessor's reporting of suspected exam cheating to not be sufficiently described and documented, the head of studies should return the report to the assessor with reference to the guidelines and instruct the assessor to describe and document their suspicion further.

Over the years, I have generally seen that reports that are not sufficiently clearly described and documented lead to a build-up of undue concern and nervousness for the student while they wait to be invited for a consultation interview with the head of studies. I have also seen some of these processes lead to students needing treatment for anxiety diagnoses.

Most students also begin to doubt, to an interfering extent, their abilities in their courses and other exams while they wait for case processing and a decision. Similarly, it significantly complicates students' transition from a bachelor's degree programme to a master's degree programme as any unresolved report actually means that these students, for at least several months after the exam (until a decision is made), do not have the qualifying basis for admission to a master's degree programme. If the student is to maintain their study activity while the case is being processed (which UCPH generally guides students to do), the student will be required to apply for an exemption to take courses on the master's degree programme as a bachelor student.

The processes above are most troubling if the head of studies, the dean or the rector find that the report cannot lead to a sanction. The processes leading to such a decision greatly impact the students in any case.



Based on section 3.3, I recommend that the University's administration continue to work to implement more components addressing responsible research in degree programmes based on the Practice Committee's recommendations to the Rectorate from November 2018.

3.4 Enquiries about employee behaviour

In this section, I elaborate on why I recommend that collaboration committees and such discuss the examples, below, of enquiries about teachers' behaviour as a basis for deans and heads of department to update information for employees and base their employment law-management of future situations on these discussions.

During 2020, I received 53 enquiries from students who experienced being harassed by an employee. In five of the 53 enquiries, students also experienced their sexual boundaries being transgressed.

Among other things, I received enquiries about the following types of situations:

- teachers with a behavioural pattern where they systematically seek out sex partners among their students
- teachers who change to physically transgressive behaviour after drinking alcohol
- PhD students who experience pressure to keep quiet about personal experiences with mentally exhausting study and counselling environments with threats about limited career opportunities

I think that it could be considered to make guidelines stating that a manager is to invite their employee for an interview with a view to a possible reprimand if a student:

- has been contacted by the employee in a transgressive manner in a physical context
- has received transgressive approaches from the employee, for example via KUmail or private message on Messenger

I also discussed the above issues at my meetings in February 2021 with the faculties and the Central Administration department Education & Students.

From the discussions at the meetings, it is my perception that initiatives will be taken in terms of management and information based on the above. At the same time, at several of the meetings, I was encouraged to describe the enquiries as explicitly as I did above, so that the report can form part of the basis for the proper further initiatives at the University.



Based on section 3.4, I recommend that, in the academic year 2021-2022, collaboration committees and such discuss the examples of enquiries about teachers' behaviour as a basis for deans and heads of department to update information for employees and base their employment law-management of future situations on these discussions.

3.5 Recommendations from the University's think tank on stress and student well-being

In this section, I elaborate on why I, in this report, repeat recommendation no. 2 from my annual report 2019 to add a link on the so-called intermediate page about exams on each programme's study information page directing to the page on how to apply for exemption from rules.

In November 2020, the UCPH think tank on stress and student well-being published [five recommendations](#).

The University of Copenhagen's teaching portal (under Teaching development > [Student well-being](#)) elaborates on the think tank's recommendation 1, saying that:

- "Study boards should make it easier to study at reduced hours (for example to get job experience, have children or because of functional impairments).
- The study administration should review the University's own guidelines in order to make it easy to apply for and process exemptions."

At my meeting with the Central Administration department Education & Students in February 2021, we discussed how to add a link to the so-called intermediate page about exams on each degree programme's study information page directing to the page on how to apply for an exemption from the rules. The link could, for example, be added as the sixth link in the box "Exam types and rules":





Based on section 3.5, I recommend that, in the academic year 2021-2022, the University's administration add a link to existing guides on how to apply for exemption from rules under 'Exams' on each programme's study information page.

4. Improving activities at UCPH in 2020

In this chapter, I summarise which University activities I have gained insight into during 2020, which, in my opinion, contribute to improving students' legal rights and the University's dialogue with students.

4.1 Action plans on offensive behaviour

As one of the follow-ups on the [study environment survey 2019](#), the University initiated work that is now resulting in each faculty publishing an action plan on offensive behaviour.

At my meetings with the faculties in February 2021, I understood that:

- one faculty has published its version of the action plan on KUnet under study information
- two faculties have completed their action plans and just need to publish them
- the remaining faculties are working to identify the people who are to be mentioned in the action plan, and expect to be able to publish their versions of the action plan under study information on KUnet as soon as possible

In October 2020, I again had to take the initiative myself to be consulted in connection with the organisation's work on each faculty to publish action plans on offensive behaviour.

I made six proposals for adjustments to the template for the action plans. The proposals are listed in my email in appendix 3 below. All six proposals were incorporated into the template.

In my annual report for 2018 (in section 3.2.2 about contingency in cases of bullying, sexual harassment and the like), I wrote a number of recommendations for such an action plan based on personal experiences of processes in connection with enquiries from students in 2018.

4.2 Recommendations from the think tank on stress and student well-being

In November 2020, the UCPH think tank on stress and student well-being published [five recommendations](#).

Based on the enquiries to the Student Ambassador in recent years, the University's potential further work on the following parts of [the think tank's recommendations 1 and 3](#) is particularly promising:

Recommendation 1: It should be possible to study in different ways

- "Politicians and study administration should incorporate student well-being when setting out and adjusting educational reforms and rules. It is important to make room for diversity in programmes and among students and to ensure coherence across rules and regulations."
- "Study boards should make it easier to study at reduced hours (for example to get job experience, have children or because of functional impairments).
- The study administration should review the University's own guidelines in order to make it easy to apply for and process exemptions."

Recommendation 3: The University should support healthy learning environments and student life

- “Lecturers, students and study administration should pay attention to students with special needs in teaching and activities.”

4.3 Improved communication at LAW and HEALTH in invitations for interviews concerning cheating

During 2020, I have gained insight into 22 invitations from the Faculty of Law and 20 invitations from the Faculty of Health and Medical Sciences to students who an assessor reported for suspected exam cheating and who therefore received an invitation to a consultation interview with the head of studies.

When I compare my insights in such invitations in 2020 with my insights in 2019, the two faculties have made it even clearer in each invitation why the student is called in, what will happen during the consultation interview and what will happen after the consultation interview. At the same time, the student is encouraged to seek out further guidance on the situation from both the faculty and the Student Ambassador, and it is also mentioned that the Student Ambassador can participate in the meeting as a neutral third party. Read more about neutral third parties in section 5.2 below.

If a student contacts the Student Ambassador before a consultation interview, we will talk to the student about what is likely to happen during the interview and immediately after the interview. If a student contacts us after the consultation interview, we will talk to the student about the minutes from the interview that the student has received and what is likely to happen until a decision is made. We also talk about the student’s options to continue their studies both before and after a decision has been made.

My clear impression is that the two faculties clarifying the situation and referring to options for guidance help most students to get through the situation in the best way possible. There is no doubt that the consultation interview is one of the most serious and unpleasant interviews that most students can be invited for during their studies.

4.4 Fast track for corona-related applications for exemption

In spring 2020, it was agreed across the University to set up a fast-track scheme at each faculty for student applications for exemption due to the coronavirus situation.

At my meetings with the faculties and the Central Administration in February 2021, I got the impression that everyone has tried to comply with this agreement to the greatest extent possible. However, a couple of the meetings also gave the impression that, at times, the fast-track scheme has pulled staff resources away from giving equal priority to processing similar types of cases. Read more about this in section 5.3 below.

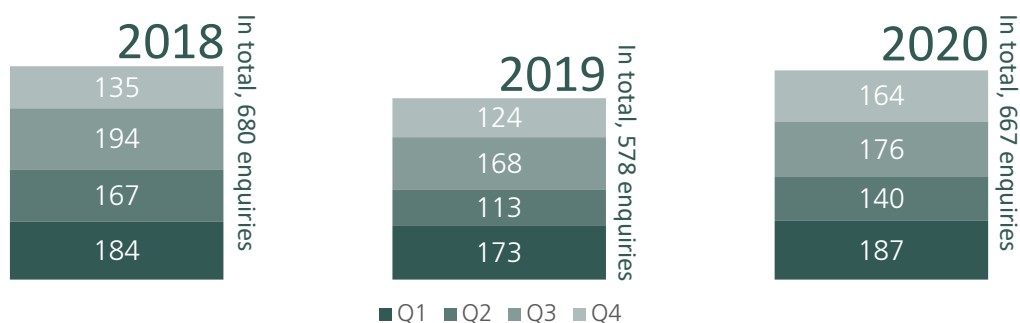
5. Visibility of the function

In the following sections, I summarise:

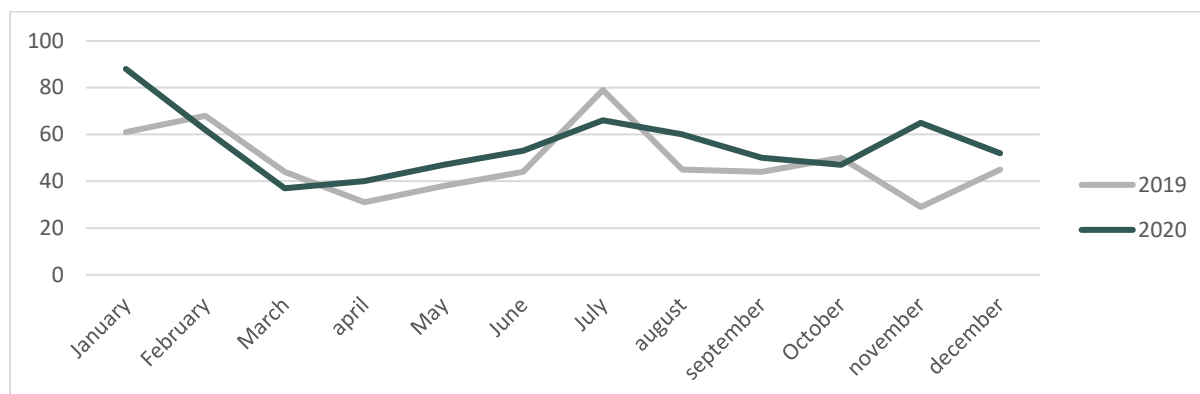
- overall trends in student enquiries
- my participation as a neutral third party at meetings
- my handling of aggravating circumstances in complaints about processing time
- national and international attention on the student ombud function

5.1 667 enquiries in 2020

As previously mentioned, the Student Ambassador received a total of 667 enquiries in 2020. This corresponds to 1.8 percent of the total number of students enrolled³. However, with the figures from 2020, I start to see the number of enquiries stabilise at around 650 on average per year.



The figure below shows the number of enquiries per month in 2019 and 2020.

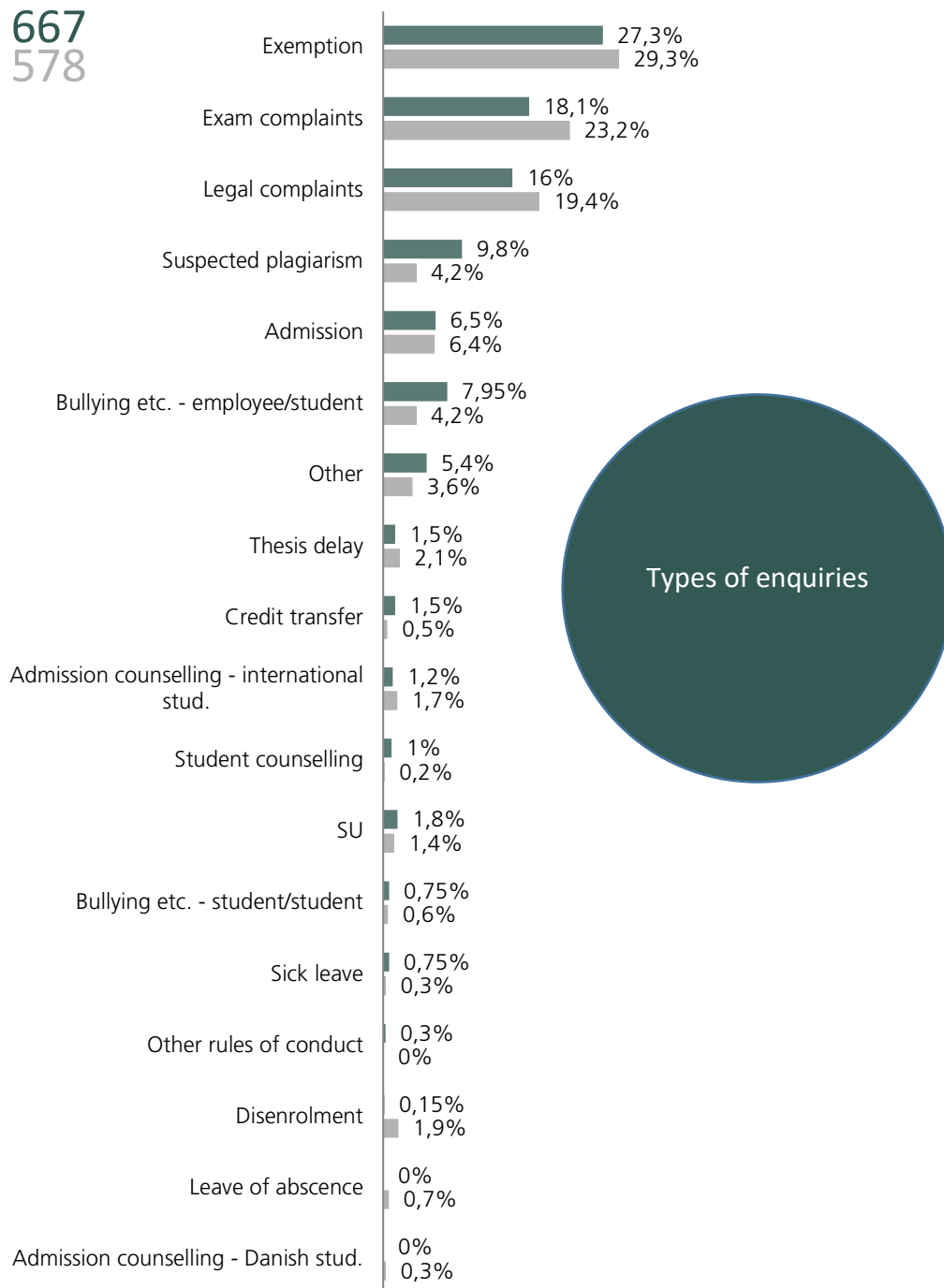


³ UCPH currently has 37,576 full-time students according to <https://us.ku.dk/studiestatistik/studiestatistikker/bestand/> (in Danish only)

Enquiries in general

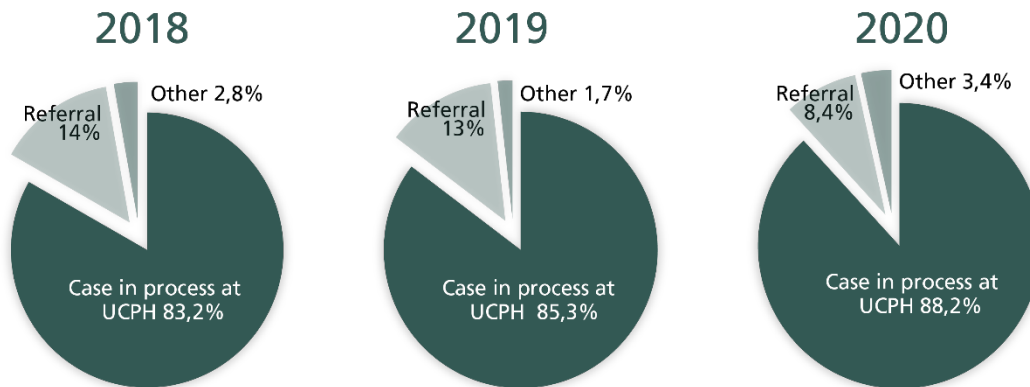
Again in 2020, students were in most cases in the process of having an application for a exemption or a complaint assessed when they contacted the Student Ambassador. In total, this applied to around 61 percent of all enquiries. However, enquiries about exemption and complaints decreased by 2 to 5 percent compared to the total number of enquiries in 2020 and 2019.

2020: 667
2019: 578

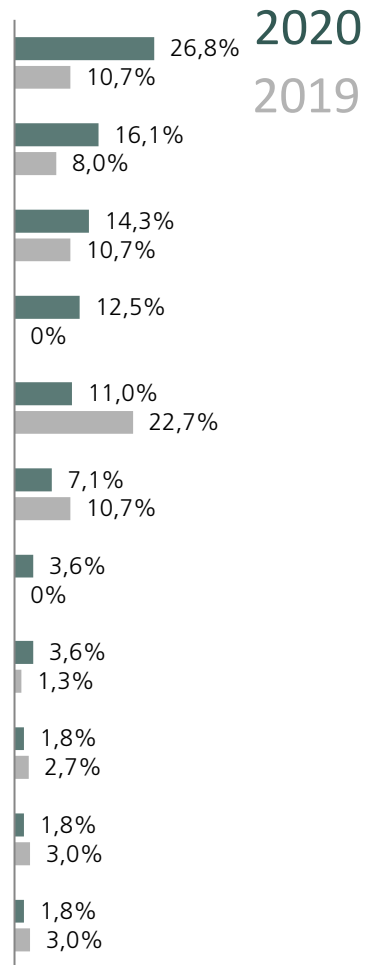
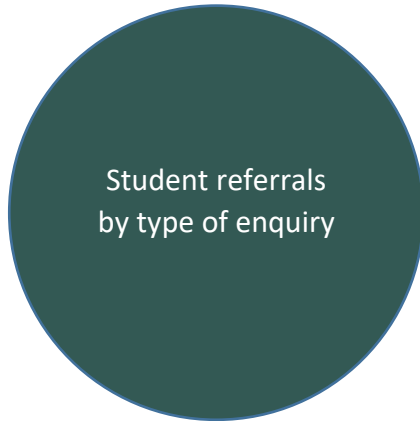


Compared with 2019, we received more than twice as many enquiries about suspected exam cheating in 2020 and more than twice as many enquiries about bullying, sexual harassment and other offensive behaviour. I will elaborate on this in more detail in the sections on the two types of enquiries below.

We referred 8.4 percent of the enquiries directly to the University's student counselling or administration. This is a decrease of 4 to 5 percent compared to previous years. The decrease indicates that it is now predominantly students with specific needs for impartial legal advice who contact the Student Ambassador.

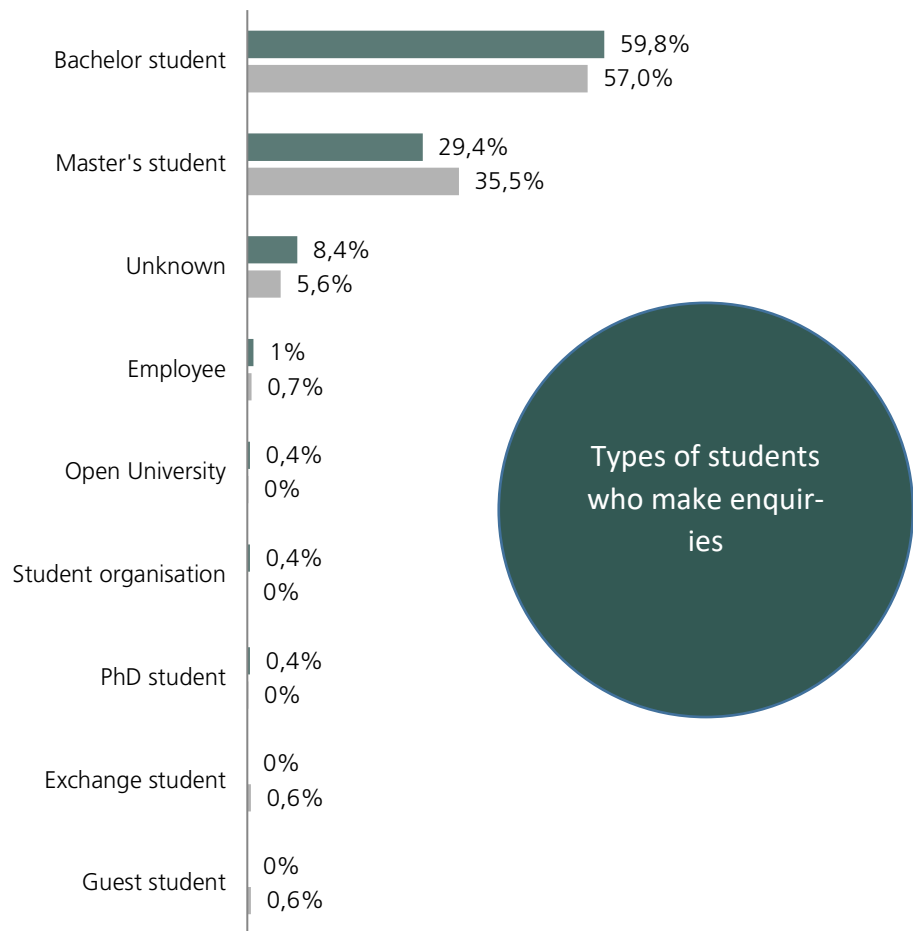


The 8.4 percent that we referred back to the administration in 2020 is distributed within the types of enquiry as follows:



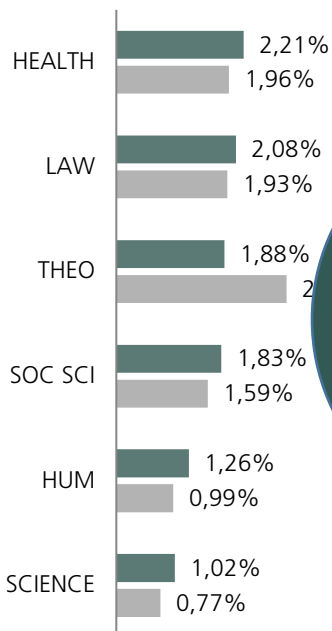
As in 2019, more than half of all enquiries in 2020 were, as expected, from bachelor students. As new to the university sector, this group of students must be assumed to be less familiar with the rules, frameworks, etc.

2020: 667
2019: 578



2020
2019

In 2020, students from HEALTH, LAW and THEO were in most need of counselling when comparing the number of enquiries from each faculty with the total number of students on each faculty.



Enquiries per faculty compared to the total number of students on each faculty

In connection with enquiries from THEO, the statistical imbalance must be taken into account as one enquiry in percent constitutes a significantly larger proportion of the Faculty's total number of students than at the other faculties.

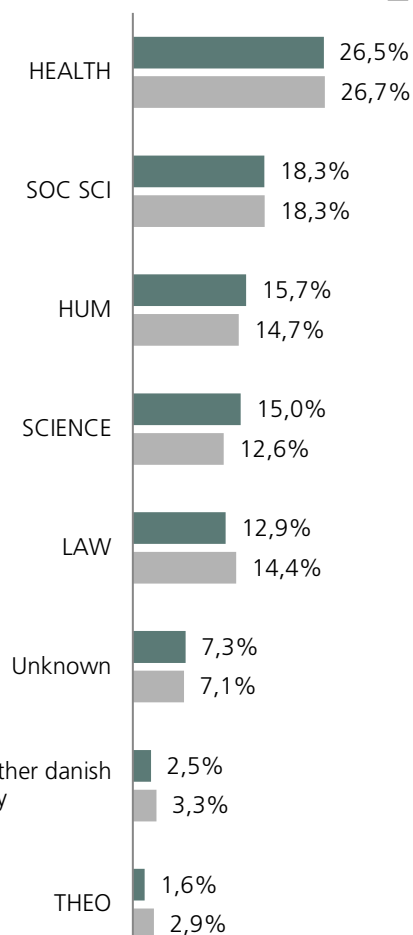
As in 2019, HUM and SCIENCE are below the average of enquiries to the Student Ambassador of approx. 1.8 percent of the University's total number of students.

When looking at the distribution of the actual number of enquiries, most of them were again in 2020 from students at HEALTH.

Students from other Danish universities were referred to the counselling services at their own university.

Enquiries per faculty compared to the total number of enquiries

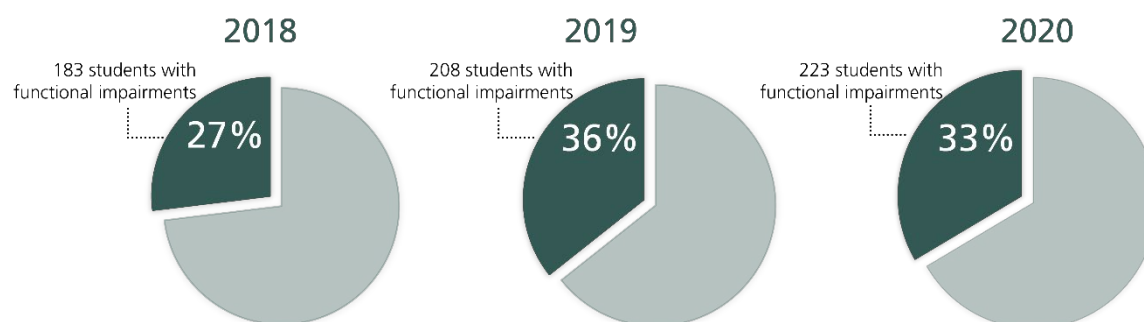
2020
2019



Students from another danish university

Enquiries from students with functional impairments

As in 2019, one in three enquiries in 2020 was from a student who had one or more functional impairment(s). Most students with functional impairments seek guidance on applying for exemption or on legal complaints.



Enquiries about suspected exam cheating

In 2020, I received more than twice the number of enquiries about suspected exam cheating as in 2019 (from 24 enquiries in 2019 to 65 enquiries in 2020). Many of these enquiries were about students suspected of cheating after having participated in an exam with changed examination form because the exam had been converted due to the coronavirus.

At the meetings with the faculties and the Central Administration department Education & Students in February 2021, I discussed, among other things, the doubling of this type of enquiry. Several faculties and the Central Administration department Education & Students recognised this trend.

We also discussed this doubling in the context of any need for the faculties to continue to work to implement in all degree programmes elements that support the Practice Committee's recommendations on responsible research to a sufficient extent. Read more about this in section 3.3 below.

Enquiries about bullying, sexual harassment, etc.

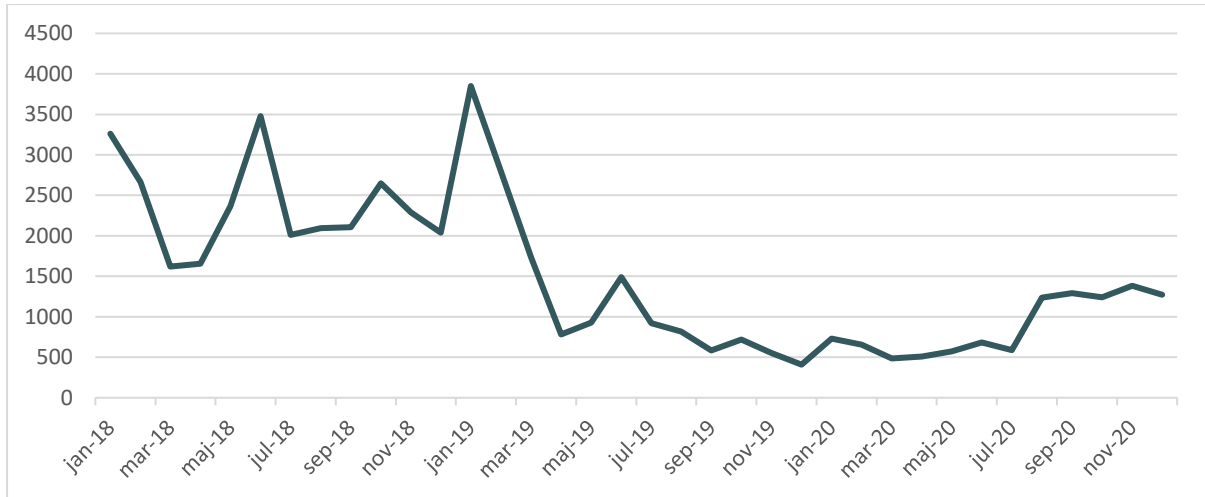
In 2020, I received 58 enquiries from students who have experienced being bullied, sexually harassed or the like by an employee or a student. This is also an increase from the previous year (28 enquiries in 2019).

In 53 of the 58 enquiries, students have experienced being harassed by an employee. In the remaining enquiries, students have experienced being harassed by another student.

In five of the 53 enquiries in which a student experienced being harassed by an employee, students also experienced their sexual boundaries being transgressed. Read more about this in section 3.4 above.

Unique visitors to the website

The figure below shows the number of unique visitors to www.studenterambassadoer.ku.dk (the Student Ambassador's Danish website) in 2018, 2019 and 2020.



The figure shows a significant decrease in website traffic in spring 2019. The decrease is most likely primarily due to the University's launch of the study information pages on KUnet in autumn 2018. On the study information page on KUnet, the student is presented with information on different parts of a student life on their degree programme. The study information page is structured in the same way across all degree programmes at UCPH and is divided into 12 subject areas based on the phases of a student life.

The figure also shows that there was a doubling in website traffic in the second half of 2020. We had the most visitors in November with 1382 unique visitors. The enquiries in autumn 2020 indicate that the increase in traffic was probably primarily due to:

- some students' increasing uncertainty about their rights and duties with the conversion of teaching and exams due to the coronavirus
- some units' counselling and case processing backlog from March 2020

5.2 Participation as a neutral third party at meetings between students and the administration

In autumn 2017, the Board decided to allow the Student Ambassador to participate in meetings between students and the University's administration as a neutral third party with the right to speak. Whether I participate in a meeting is the student's decision only.

In 2020, I participated as a neutral third party in 14 meetings:

- eight consultation interviews in connection with reported suspected exam cheating
- four meetings in connection with students' experiences of harassment by teachers
- two meetings regarding the administration's further information about applications for exemption from students with functional impairments

In 2019, I attended one meeting in connection with suspected exam cheating. I attribute the increase to eight consultation interviews mainly to the fact that the invitations to consultation interviews that I have seen in the course of 2020 from LAW, HEALTH and SOC SCI state that the student can get further guidance from both the faculty and the Student Ambassador, and that the Student Ambassador can participate in the interview.

The four meetings about students' experiences of harassment by teachers all arose from supervision situations. All four situations leading up to the meetings seemed to have contributed negatively to the students' confidence in continuing their studies and to their clearly increasing fear of taking the exam with the teacher as assessor.

The two meetings with students with functional impairments stemmed from the students' declining trust in that the administration was sufficiently informed about their situations and in the administration's guidance and assistance regarding their options.

The 14 meetings were held at LAW, SCIENCE, HEALTH and HUM.

5.3 Handling of aggravating circumstances in complaints about processing time

In one situation in 2020, I decided to ask a faculty to keep me informed about the process and outcome of a case in connection with a student's complaint about the processing time of reported suspected exam cheating (in accordance with the Rules of procedure for the Student Ambassador, section 8 (3)). In this connection, I also informed the Dean and the Rector, as stipulated in the Rules of procedure for the Student Ambassador.

My enquiry to the faculty resulted in the student being invited to a consultation.

Subsequently, I received enquiries from several other students who had just been invited to consultation interviews by the faculty in connection with reports of suspected exam cheating. The faculty had received the reports from the assessors between three and 11 months before the invitations.

At my meeting with the faculty in February 2021, I understood that the long processing time was mainly due to the faster handling of fast-track applications from students for exemption due to life situations affected by the coronavirus and as a result of administrative pressure due to the conversion of teaching and exams because the coronavirus. The faculty was in the process of reducing the number of cases and processing time on the basis of a special plan with division of responsibilities from week to week and instructions to the case processors to inform each student of their case processing status at least every other week.

5.4 National and international attention about the student ombud

European ministers want to enhance student rights

At the virtual [European Ministerial Conference in November 2020 for the 49 countries in the Bologna Process](#) (European Higher Education Area), the countries decided, among other things, to work to enhance student rights by, for example, evolving national systems by establishing student ombuds and the like. The decisions were set out in the [Rome Ministerial Communiqué](#), which will form the basis for the Bologna Process in the coming years.

The countries also decided to work to support collaborations on enhancing student rights through the [European Network of Ombuds in Higher Education \(ENOHE\)](#). In 2019, I was elected to the ENOHE board.

6. Appendices

Appendix 1: Email of 24 November 2020 to the Central Administration department Education & Students with my comments on the Agency's letter of 7 May 2020 on administration of the disability area

Appendix 2: Email of 17 November 2021 to the Central Administration department Education & Students with my comments on the Agency's letter of 7 May 2020 on administration of the disability area

Appendix 2a: Consultation response

Appendix 2b: Suggestions for changes to degree programmes and Education & Students' case note draft of 8 March 2021

Appendix 2c: Suggestions for changes to "Guidelines for case processing concerning students with functional impairments"

Appendix 2d: Suggestions for changes to "Guide on laws, rules and administrative procedures relating to students with functional impairments"

Appendix 3: Email of 14 October 2020 to the Central Administration department Education & Students, among others, with suggestions for adjustments to the template for the action plan on offensive behaviour